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ABSTRACT

This second report of the Desegregation Monitoring and Advisory Committee examines the problems and procedures of a court-approved desegregation plan for the St. Louis, Missouri public schools. Regular and nonregular student assignments and enrollments are discussed with respect to the racial composition of the student population and the type of school or program. The report describes objectives of the desegregation plan, student assignment procedures, guidelines for safety, essential elements in a school contingency plan to handle emergencies, and procedures for identifying discipline problems. Appendices include current and projected enrollment data for black, white and total student populations in integrated and non-integrated schools in 1980 and 1981, as well as enrollment information for magnet schools and enrichment programs according to grade level. Information on the number of black and white certified and non-certified teachers for each participating school district and the number of open teaching positions according to grade category and subject area are also given in tabular form. Additional charts analyze the national origin of minority group children, the number of naturally integrated schools, changes in cluster configuration, and the three tier schedule of school hours. (JCD)

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ED210345

DESEGREGATION MONITORING AND ADVISORY COMMITTEE

Report No. 2

Submitted By

Edward T. Foote, Chairman

September 19, 1980

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in the cause of
Craton Liddell, et. al, Plaintiff

vs

The Board of Education of the City of
St. Louis, Missouri, et. al, Defendants

Federal District Court
Eastern District of Missouri
cause no. 72-100-C (C)

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Introduction

This second report of the Desegregation Monitoring and Advisory Committee covers our work during the summer in preparation for the opening of schools, and the first two-and-a-half weeks of school. As the Court has directed, it is filed by the Chairman. Any mistakes are his alone.

The format of the report follows closely the Court-approved Desegregation Plan, as amended, and appropriate Court orders. School officials and others have accomplished much in implementing the Plan. Much remains to be done. Depending upon the stages of implementation of the several parts of the Plan, therefore, corresponding sections of this report will vary greatly in length.

We have worked with many people, from Gordon Benson, President of the Board, and Superintendent Robert Wentz, to innumerable other Board of Education employees. For brevity from here on, I will refer to them all as the "Board", unless there is reason to be more specific.

Our work is immeasurably easier and more pleasant because of the cooperation by those at the Board with whom we have dealt. Mr. Benson and Dr. Wentz set the example. I would mention in particular the Board's Internal Monitoring Committee, seven people chaired by Glen Campbell and co-chaired by Dolores Longley. Mr. Campbell, our principal contact for all information, Dr. Longley, and other members of the Internal Monitoring Committee have been extremely helpful. Inevitably perhaps, the Board, Dr. Wentz and other school

officials receive a full measure of criticism in times like these, including some from us. As chairman, I acknowledge here our thanks.

The Committee has sent copies of all the approved minutes of all its meetings to the Court and counsel. To avoid unnecessary duplication, therefore, I will only summarize highlights of administrative and other housekeeping details, reflected more fully in those minutes.

As of this writing, the Committee has accumulated 65 exhibits, documents provided primarily by the Board. The information contained in these documents, much of it now out of date, has been available to the press, media and the public. They form a large stack, however, and I have not found it appropriate to clutter the Court's files with our working papers and other raw information. All of the exhibits are described in the minutes and are available in our offices for anyone interested.

As reflected more specifically in our minutes and later pages of this report, the Committee has spent many hours since its appointment meeting with superintendent Robert Wentz and other school officials. Members of the Committee have not been shy. They have asked countless questions, requested a great deal of information and freely offered advice, some of it quite critical. The nature of the relationship between a Committee like ours, designed in part to monitor, and those being monitored creates a certain distance and, on occasion, a constructive tension.

It was not lightly, therefore, that the Committee unanimously approved the following statement last week after schools had been open one week.

The Desegregation Monitoring and Advisory Executive Committee compliments the Citizens of St. Louis, St. Louis Board of Education, Dr. Robert Wentz, his staff and administrators, and especially the teachers and students on the exceptionally successful opening days of school under the court order.

Having closely observed preparations for many weeks since our appointment by the Court, we are aware just how hard so many have worked. We include - and thank - the countless other St. Louisans who helped so much: parents, the Police Department, other public officials and community leaders.

Since school began, we have sought our own independent, preliminary reports. We now have such reports from virtually every school in the system. We are aware of the initial problems of implementation, especially in transportation, student assignments, overcrowding and teacher assignments. Although some of these problems remain unsolved, we are encouraged that school officials are addressing them. Changes already made have corrected difficulties reported earlier.

It will remain our job to monitor implementation of the balance of the Plan. We intend to do that as objectively as we can. Much remains to be done. We trust it will be done in the same spirit that has characterized the opening of school.

For now, we commend all concerned on a fine beginning in which St. Louisans should take pride.

Since we adopted this statement, there have been new problems, more solutions and ten more days of school. In a case like this, today's events tend to eclipse yesterday's with astonishing speed. Including the intervening days, I hold to my opinion that the opening of school has been exceptionally successful.

The primary challenge from now on will be to provide the best possible education to all of the children.

Committee Organization and Administration

The Committee has met throughout the summer as a Committee-of-the-whole. It has divided, however, into three subcommittees, each assigned to the following major components of the plan: integrated schools; nonintegrated schools, and ESAA and other Federally-funded programs.

Each member of the Committee, except for the Chairman and Vice Chairman, has general monitoring responsibility for approximately a dozen schools. These school assignments may vary slightly, depending upon natural groupings and relationships, but the idea is that individual Committee members can become well acquainted with a few schools over a period of time, have a better opportunity to obtain firsthand, accurate information, and lend whatever personal support is possible. During the first few days that schools were open, members of the Committee, either personally or through volunteers or staff, contacted virtually every school in the system, as described more fully below.

Price Waterhouse and Company, at our request, contributed many person-days of consulting service during the summer, initially concentrating on the Board's information retrieval system, and later broadening the focus to include an assessment of the Board's "management-by-objective" (M.B.O.) plans. The Committee has found these services useful. It has retained Price Waterhouse to remain as consultants to help further define and clarify our task.

This week, Price Waterhouse is completing the second phase of its work for us. After an overview of the Plan and Court order, and following meetings with school officials and the Committee, Price Waterhouse is now concentrating on the M.B.O. system.

The Board has divided the Plan and Order into 54 responsibilities. Some of these are more general than others. Some include sub-responsibilities. Each of these responsibilities is assigned to a school official for execution or supervision of execution. Each responsibility has a schedule of deadlines that should be met under the Court order.

These 54 responsibilities, then, form the Board's framework of implementation. The Price Waterhouse recommendation will help us determine that: the sum of separate responsibilities equals what the Court has ordered done; that nothing is overlooked, that the deadlines coincide with our understanding of the Court's deadlines, and that the information necessary to monitor work done in each category of responsibility is available.

Some of that information will be provided by the computer. For that information the Price-Waterhouse expertise is especially valuable now. Some of the information we will need will not be available from the computer, and we will devise other means to get it.

Attached as Appendix 1 is an example of an M.B.O. sheet prepared by the Board for one of the tasks to be completed under the Plan. By the time of my next report, we hope to have our monitoring system keyed to the Board's M.B.O. system, after any necessary adjustments are made.

During the first few weeks of the Committee's existence, it retained the consulting services of Professor Charles Willie, of Harvard University, a nationally recognized desegregation expert.

On August 21, 1980, the Court approved the Committee's budget of \$80,000, half of which is to be taxed as costs, half of which is to be financed by a generous grant from the Danforth Foundation. That budget is already on file with the Court.

This money has allowed us to retain these consultants and to hire Lyn Bradney as our Executive Director and Loverne Cameron as our Executive Secretary. We plan no more fulltime staff members, but we intend to supplement their services with volunteers and part-time consultants, as may be necessary.

We would need a much larger staff were it not for the generous donation of time by many volunteers. The First National Bank of St. Louis, with the cooperation of the University of Missouri St. Louis, downtown campus, has provided our office space free. Several people and institutions have donated equipment and supplies. The League of Women Voters has arranged for volunteers to assist us during peak periods, such as the opening days of school. The Conference on Education has been helpful in a variety of ways. Several students from area colleges and universities have volunteered their time.

Beyond the immediate responsibilities and needs of our Committee, countless St. Louisians from highly visible public figures and community leaders to thousands of citizens, have worked hard to make desegregation work in our school system. To begin listing them would run the risk of embarrassing

omission, but we must mention the extremely important roles played by the Interfaith Coalition, chaired by Reverend Ben Martin and Reverend Cecil Howard, and coordinated by Professor Robert Wintersmith, and The Coalition for Peaceful Implementation, chaired by former mayor John Poelker.

The Interfaith Coalition, formed last spring consists of some 124 clergymen of many religions. Approximately 72 clergymen rode the buses on opening day. Others served on welcoming committees at schools. Before schools opened, members of the Interfaith Coalition met with parents and students to urge peaceful and constructive responses and to lend support, members quickly mobilized to help during the recently reported incidents at Cleveland High School, described more fully below. Also very helpful in similar ways was a related organization, the "Concerned Black Clergy For

_____."

The Coalition for a Peaceful Implementation was created primarily by Civic Progress and the Regional Commerce and Growth Association to demonstrate business and labor support for peaceful integration. Former Mayor John Poelker formed a committee of 12 citizens from around the city. He met frequently with community groups, the press and media. The Coalition provided and distributed widely brochures explaining the Plan and specific information about each integrated school.

The Committee is grateful to all of these people.

As the official spokesman for the Committee, I would add my thanks to the reporters and editors who have covered the story accurately, played it straight and resisted temptations to sensationalize.

Student Assignments

The Board has reported to the Committee throughout the summer as plans for student assignments were made and implemented. A summary of the procedures used for assignments is attached as Appendix 2.

Procedure

Please note that assignments are made generally in two broad categories of students: "regular", approximately 57,000 assigned to regular schools, (not necessarily actually enrolled), and "nonregular", approximately 6,000 assigned (not necessarily actually enrolled) to 12 categories--magnet, alternative, and special education programs, and all transfer students, of which there are three types--permissive, adjustment and hardship. Appendix 2 includes information regarding the racial composition of the regular assigned student population. Racial percentages for the nonregular assignments for magnet, alternative and special education programs are not available but are reflected in the actual enrollment figures included later in this report.

Please note that the information on permissive and adjustment transfers includes renewals from last year only. All requests for hardship transfers required reapplication. The number of students receiving transfers is included in Appendix 2. The racial composition of transfer students is not available, although the Board reports that the great majority is black. Southwest High School received the greatest number of black permissive renewal students in order to maintain an integrated status.

Student Population

As of this writing, during the third week of classes, the Board reports that there are a total of 62,059 inclusive of all kindergarten and special education students, actually registered, of which 21% are white and 79% are black.

Integrated Clusters

Appendix 3 shows for each school in the integrated clusters and for the targeted integrated high schools the projected and actual enrollments and racial composition of the student body with comparative figures for the 1979-80 school year. Please note that 24 of these integrated schools have enrollments that fall within the guidelines established by the Court; 14, exclusive of McKinley High School, do not.

Nonintegrated Clusters

Appendix 4 shows for each school in the nonintegrated clusters and for the targeted nonintegrated high schools the projected and actual reported enrollments and the racial composition of the student body, with comparative figures for the 1979-80 school year.

I invite attention in particular to the four high schools that were most affected under the Order by transportation of students: Soldan, Roosevelt, Southwest, and Cleveland. All but Soldan are within the racial guidelines followed in the Plan, but Soldan is 8.5 percentage points outside of those guidelines.

Although the actual enrollment in the entire system is close to that projected, there are some schools, all nonintegrated, actually overcrowded.

The Board has already made some adjustments to alleviate overcrowding and plans more. They have reopened the Marshall branch school, originally closed under the plan, to take the overflow from Cote Brillante.

At Northwest High School, which is approximately 200 students above projected enrollment, officials do not plan to move students to a different location, but are in the process of assigning additional teachers so that planned programs can continue with the established student-teacher ratio. The Board reports that permissive transfers will be granted to those Northwest students who applied to transfer to Southwest High School.

The Committee does not yet have information on attrition levels by race. We are informed, however, that the projected enrollment for the 1980-1981 school year was 63,012. As of September 15, actual enrollment was recorded as 61,111, or 97% of the targeted enrollment level.

The Committee has many questions about the accuracy of this student information. Members have noted at least seeming discrepancies between computer reports and actual student counts. We caution, therefore, that until time allows more careful verification, no firm conclusions be drawn from this preliminary data.

Magnet Schools

The targeted and actual enrollments, racial composition and other information relevant to the plan and Court order concerning magnet schools is shown in Appendix 5 attached.

The reader should note these highlights: one of the 15 magnet schools has reached the targeted enrollment level; five schools are balanced almost equally with black students and white students. As of this writing, 5,072 black students and 1,844 white students have applied to magnet programs of one kind or another, some of whom have been accepted; others remain on waiting lists.

The Junior Classical Academy is still recruiting and accepting applications of black students, and black students are being tested on a consistent basis for entrance.

Due to their slightly different status as "selective-elective" magnet programs, enrollment criteria for the Classical Junior and Classical Academies is described in Appendix 6.

School officials inform the Committee that after September 19, the date this report is filed, adjustments will be made in the populations of magnet schools within the twenty percent variance guideline established in the order. In my next report, I should have detailed information on the racial composition of the magnet schools after those adjustments are made.

Alternative High School

There are 165 students enrolled in the alternative high school, Metro, of which 63.6% are black and 36.4% are white. The projected enrollment was 133 students. Actual enrollment for the 1979-1980 school year was 127 students, of which 64.6% are black and 35.4% are white.

Specialty/Part-time Programs

There are five specialty programs. These include Transportation Careers, Mass Media, Mass Media--Shaw School, Junior ROTC and the Public Safety Program. Guidance counselors at each of the schools, are familiar with the content of specialty programs, and will begin recruitment efforts in late September. Enrollment in Specialty Programs will be on a 50-50 basis through September 19 after which date students will be enrolled consistent with the 20% variance level established by the Court.

Enrichment Programs

In order to provide comparable educational opportunities for students at nonintegrated and integrated schools, school officials developed a number of enrichment programs for nonintegrated schools. The number and description of programs and the number and racial composition of students involved in each, and other information relating to how schools select particular enrichment programs, is found in Appendix 7.

Special Students

The Board has reassigned 380 educationally mentally retarded (EMR) students from King and Delmar High Schools to regular schools.

The Centers for Instruction in English, established for Natural Origin of Minority Group Children, have identified 54 non-English and limited English speaking students for its program. Procedures for identifying such students and notifying their parents, as well as information concerning the number of bilingual teachers hired for the 1980-81 school year is found in Appendix 8.

Vocational High School

There are 2,601 students enrolled at O'Fallon Vocational High School, of whom 96.1% are black and 3.9% are white. The projected number of students was 2,705. The racial composition was not projected. The actual enrollment for the 1979-1980 school year was 2,034 students, of whom 96% are black.

Plans for the future of vocational education are forming pending future discussions with state and county officials and further consideration of the preliminary plan of decentralizing vocational education back to the regular high schools. My next report should include more information on the status of vocational education.

Adams School

The Adams School remains open. The student population as of this week is 410, 31% white and 69% black.

"Naturally Integrated" Schools

Appendix 9 attached shows the student population and racial composition of the five schools that are "naturally" integrated under the Court's order.

Closed and Reopened Schools

As originally contemplated, 27 schools have been closed over the summer, but five (Ashland Branch, Busch, Marshall Branch, Metro and Smith Schools) have been reopened. Appendix 10 indicates reasons for non-use and reopenings.

Recruitment and Counseling Center

The Recruitment and Counseling Center, established under the Court order to assist students in finding the program appropriate to them, has been functioning since July 23, 1980. Six employees, including four part-time summer workers, under the direct supervision of a professional administrator, have counseled approximately 2,250 students during the summer. Of the students who have sought this counsel, 714 are white and 1,536 are black.

Area Offices

The Area Offices have been active in the student assignment process. Their function and activities related to student assignments are processing permissive transfer applications, receiving and investigating hardship transfer applications, and reviewing adjustment transfer assignments.

Transportation

This section of the report supplements and in some cases updates information submitted in my first report to the Court.

The Board has leased 184 buses from the Gateway Transportation System. An additional 16 buses can be mobilized if necessary in emergencies.

Approximately 15,440 students, including approximately 130 kindergarten students, are transported to their assigned schools. Figures on racial composition will not be available until later this year when student assignment lists and transportation lists are cross-checked.

Buses now run 510 routes, and make approximately 2,500 stops at pickup points.

Transportation is staggered over a period of two and one-half hours using a system of tiers, as described in my first report. The earliest departure time for any transported student is 6:35 a.m. Children assigned to the third tier are dropped off no later than 4:30 p.m. A breakdown of schools included under each tier is found in Appendix 11.

All principals, bus drivers, bus monitors, and police officers have access to a bus manifest which identifies all children to be picked up at each pickup point, in the sequential order that they are picked up. Committee members reported that some monitors lacked manifests during opening days. Many of these problems are now reported corrected.

Route and pickup assignments were selected on the dual basis of student concentration and safety. Regular students are assigned corner pickup points; magnet students report to their home school for pickups. Committee members have heard many complaints about safety at some pickup points. School officials have solved some of these problems. Some 250 pickup points have been changed already. Other problems remain. The Board has responded temporarily to the lack of bus coverage in some areas by supplementing transportation with taxi service.

High school students are transported only if they live more than two miles from school and have been reassigned consistent with the Desegregation Plan; elementary students are transported only if they live more than one mile from school. Some students were designated for transport if they were exposed to safety hazards by walking. Bus routes were established originally on the basis of radial distance from school. Actual walking distances may be farther, because of obstacles. We have received complaints from parents about the distances children actually walk, especially from the areas of the Cote Brillante, Simmons and Faragut Schools. The Board is making some adjustments, but the complaints have not stopped entirely.

The Board is encouraging citizens -- parents, students and principals, in particular -- to note any transportation problems and convey requests for modifications directly to the Transportation Office.

The Board has informed the Committee that information regarding comparative traveling times and distance will not be available until later this year. The Board reports that it may not be possible to gauge comparative walking distances of students.

Several Committee members report problems of overcrowded buses, and half empty buses. The Board reports that transportation patterns, particularly those of magnet schools, will be reexamined and, as appropriate, changed in order that loads will be more equitably distributed.

In summary concerning transportation, it is adequate for most children; many early problems of delays, manifests, and pickup spots are already solved; others remain. The Board is working on them.

Security

This section of the report supplements and updates my first report to the Court.

The Board has hired 200 bus monitors, one for each bus, and some alternates. Monitors maintain reports on misconduct and irregularities, supervise riders, maintain staffing charts, keep track of students who are supposed to be on buses, and maintain communication with the security division. Monitors

ride on all 184 buses, including after-hours buses used for extracurricular activities.

There are four bus terminals located at 5200 Manchester, 804 South 13th, 5900 Hall, and 3431 School Street. Each terminal has a security specialist responsible for checking in all monitors and making sure that buses leave the terminal on time. Security officers are versed in emergency procedures and maintain contact with all bus drivers via two-way radios. If a bus breaks down, or an emergency arises, the bus driver can contact the security specialist who, in turn, will immediately dispatch another bus to the scene, or arrange for other assistance. Additional drivers are maintained for providing extra coverage, as it is needed.

The Board has 29 armed roving guards, including the four security specialists. They watch at pick-up points, provide transportation for children who are lost or accidentally left behind by buses, and generally maintain security should trouble occur at any point. The Police Department has also been keeping pick-up points under surveillance.

Each regular high school has one security officer assigned to it from the Juvenile Division of the Police Department. Officers will be available to attend meetings with parents, teachers, principals, and staff, visit with students to keep small incidents from escalating, and generally provide support and a stabilizing presence to each school. There are 78 stationary guards, one to six assigned to each high school. None of these guards is armed.

Each school has developed its own routine and contingency security plan. Routine procedures and contingency plans are included in Appendix 12. As of September 17, all of the schools except three had reported to the Board that such plans had been developed and that staff was aware of and versed in such procedures.

The Committee noted a number of potential security problems during the first two weeks, most of which were related to potentially dangerous pick-up points and unsafe neighborhoods through which students had to walk to get to school. The Security Division is working with the Transportation Division in investigating these problems.

There is a current shortage of crossing guards due to an unanticipated cutoff in the availability of CETA funds for salaries. Although 17 guards were initially affected by the cutoff of CETA funds, new guards are being employed. Presently there are 14 unfulfilled requests for crossing guards.

During the first days of classes, actual security problems were virtually nonexistent. Colonel William Brown, who coordinated Police Department activities, reported that it was the most orderly opening of school in five years. The few minor incidents that did occur seemed unrelated to desegregation.

Late last week, however, there were reports of sexual harrassment of white girls by black boys at Cleveland High School. Rumors raced throughout the school system and the city. The news broke fast, changed almost hourly and received wide press and media coverage. Several hundred students, 404

white and 129 black, stayed away from school last Friday, some demonstrating in protest.

What actually happened is clearer now, but still not settled. After investigation, the Board reported a total of 15 incidents reported to them by students. These ranged from reported verbal abuse to one "cuffing". During these few days there were many meetings of parents. The Community Relations Service of the Department of Justice has organized "Student Response Teams." School officials, including members of the Board, met on several occasions with parents and students. Administrators and teachers at the school have counseled with students and parents. The Police Department responded to the situation by assigning 37 additional officers to the area on Friday, September 12. Since that time, their number has been reduced as the situation has continued to improve. The Board sent to Cleveland 16 additional support staff members, including parent specialists, to help all concerned work through the problems of security and communication. Their number has also been reduced during the past week. Many members of the Interfaith Coalition spent time at the school.

In summary, some incidents of unpleasantness occurred but were exaggerated in the climate of tension and anxiety generated, at least in part, by desegregation. Many students missed a day or so of school, but most returned by early this week. Communications among all concerned, especially students, parents and school officials, have increased, for the better. Some deeper problems of antagonism remain, but for now, what could have been a significant blot on implementation has been handled reasonably and appears under control.

Student Discipline

Only this week, in preparation for this report, has the Board had the opportunity to provide the Committee with information on implementation of that part of the plan concerning Student Discipline. The memorandum from the Board attached as Appendix 13, summarizes the activities reported to us. We have not had an opportunity to assess this report, question the Board about it or make our own independent investigation of implementation in fact. I attach the report at this stage only as preliminary information. I will report more fully later.

Staff Assignments

Certified Employees

The Board reports that 3,918.14 certified staff have been assigned to school sites now. Of this total, 1,543.44 or 39.39% are white and 2,374.70 or 60.61% are black. The number and racial breakdown of all certified staff for the 1979-80 and 1980-81 school years appears, by school, in Appendix 14. Of the schools, 56.25% attained the ratio required by the Order; 43.75% did not.

The Board reports that there are 2,538.50 teachers now employed at school sites, of which 1,003 or 39.15% are white and 1,535.50 or 60.48% are black. Appendix 14 shows the number and racial composition of teachers by school, with comparative figures provided for the 1979-1980 academic year.

As of this week, the Board reported that there were still some staff shortages, particularly at the secondary school level. Current shortages, by schools, are listed in Appendix 15.

Again, we note that there are some discrepancies between the Board's figures for teacher shortages and counts made by Committee members. Further information is needed to resolve these discrepancies. The Board reports that school officials are assessing staffing levels at each school so that appropriate revisions can be made, and staff can be redistributed accordingly.

The Board has assigned 150 teachers to area offices for temporary assignments to schools where needed. Permanent assignments will be made as openings occur. Approximately 90 of these teachers will be assigned to meet comparability requirements under Title I when such requirements are determined.

Teacher shortages are primarily in the areas of mathematics, science, and industrial arts, areas in which qualified teachers are scarce.

The Board hired 145 new teachers this year, of which 74 or 51% are white, and 71 or 49% are black. The racial composition of new teachers is as follows:

		<u>Black</u>	<u>White</u>
24	art teachers	6	18
4	industrial arts	3	1
19	vocal music	8	11
5	instrumental music	5	-
6	math	2	4
3	science	2	1
1	trade and industrial	1	-

44	special education
22	librarians

31	13
5	17

Noncertified Employees

The Board reports that 1,163.05 noncertified staff have been assigned to school sites now. Of this total, 267.60 or 23% are white and 895.45 or 77% are black. The number and racial breakdown of all noncertified staff for the 1979 -80 and 1980-81 school years appears by school in Appendix 14. Of the schools, 94.65% attained the required ratio; 5.35% did not.

Staff Development

Only this week, in preparation for this report, did the Board have the opportunity to provide the Committee with information on implementation of that part of the plan concerning Staff Development. However, due to the incident at Cleveland High School, the Board was unable to prepare the requested report. Therefore, I will report more fully on this aspect of the Plan later.

Curricular Development

Only this week, in preparation for this report, has the Board had the opportunity to provide the Committee with information on implementation of that part of the plan concerning Curricular Development. The memorandum from the Board attached, Appendix 16, summarizes the activities reported to us. We have not had an opportunity to assess this report, question the Board

about it or make our own independent investigation of implementation in fact. I attach the report at this stage only as preliminary information. I will report more fully later.

Community Relations Program

The Board, primarily through its Public Affairs Division has been active in informing the public of desegregation efforts. Appendix 17 summarizes those activities.

The open houses, held on August 17th for all high school and regular grade school students, and August 24th for all magnet and middle school students, were well planned but attendance was sparse at some of the schools. Members of the Monitoring Committee attended a total of 48 schools for the open houses.

"Straight Story Line," a rumor control system, staffed largely by volunteers, had responded to a total of 13,000 phone calls, as of September 3, answering questions on all aspects of the Plan. We have had some complaints about the "Straight Story Line". These we have relayed to the Board. On balance, I believe this innovation has been a valuable source. Appendix 18 summarizes the results of the "Straight Story Line".

Activities for the first day of school were coordinated through the Public Affairs Division. These activities are described in Appendix 17. Numerous persons from various community groups, including all of us, rode school buses and were on hand to greet newly arrived students.

Throughout the first one and a half weeks of school, Committee members were able to visit or contact virtually all of the schools in the system. We have a separate report book on each school.

In order to assess the success of the opening week, we prepared a questionnaire covering transportation, teacher assignments, student assignments, security, and building appearance. Volunteers helped us administer this questionnaire. We intend to supplement and expand this information about each school in the future.

Parent Organizations

Only this week, in preparation for this report, has the Board had the opportunity to provide the Committee with information on implementation of that part of the plan concerning Parent Organizations. The memorandum from the Board attached, Appendix 19, summarizes the activities reported to us. We have not had an opportunity to assess this report, question the Board about it or make our own independent investigation of implementation in fact. I attach the report at this stage only as preliminary information. I will report more fully later.

The Budget

The Board has already submitted to the Court preliminary information about the budget. The Board has provided the Committee with some of this information. Some of it, however, we have only in summary form. The Board is still refining some of the budget information.

Having approached the Court earlier for instructions about our responsibilities concerning the monitoring of the budget, I understand that the detailed, line-by-line accounting of expenditures will be done by accountants and auditors in the usual way. Certainly the Committee has no such information now, nor the inclination to duplicate the work of others that is adequate for the Court's purposes.

We will, however, be examining budgetary allocations among schools and programs, as these may affect the Plan's overall goal of equal and fair treatment of children. I will report more later.

Title I Funds

Only this week, in preparation for this report, has the Board had the opportunity to provide the Committee with information on implementation of that part of the plan concerning Title I Funds. The memorandum from the Board attached, Appendix 20, summarizes the activities reported to us. We have not had an opportunity to assess this report, question the Board about it or make our own independent investigation of implementation in fact. I attach the report at this stage only as preliminary information. I will report more fully later.

ESAA Funds

Only this week, in preparation for this report, has the Board had the opportunity to provide the Committee with information on implementation of that part of the plan concerning ESAA Funds. The memorandum from the Board

attached, Appendix 20, summarizes the activities reported to us. We have not had an opportunity to assess this report, question the Board about it or make our own independent investigation of implementation in fact. I attach the report at this stage only as preliminary information. I will report more fully later.

Building Renovations and Maintenance

Committee members have received a number of initial reports regarding school building maintenance. Again we note that while building maintenance is not specifically part of the Court order, parents and students are concerned about it and the equal distribution of services throughout the system.

Early reports regarding the readiness and general appearance of schools for opening week have been generally positive. However, some problems were noted. We have notified the School Board.

The Board has said that maintenance of all school buildings, including nonintegrated and integrated schools, is comparable. However, some of the schools, particularly the middle schools, required extensive renovation to accomodate the new vocational programs. The School Board has said all renovation should be completed by January.

Supplies and Equipment

Supplies and equipment are not specifically covered in the plan. I had not planned to report on them, therefore, until members of the Committee

received some complaints, and questions, about the unequal distribution of supplies and equipment during the early days of school. Since some of these complaints suggested an inequality based on race, we have inquired of the Board about plans for supplies and equipment. The Board reports that the allocations of supplies and equipment, from textbooks to janitorial supplies, are equal among schools, or should be, and if there are any discrepancies, they will correct them.

At this point, we do not have any but anecdotal information on supplies and equipment, and the Monitoring Committee has not specifically requested information on distribution. It is an issue that has arisen, however, and I therefore include it in this report and will report more fully later.

Metropolitan Plans

Professor Orfield, the Board, the State of Missouri and the U.S. Government report that the studies required of them concerning housing, vocational and special education and metropolitan planning are progressing.

The Court has assigned me as Chairman the independent responsibility of coordinating discussions leading toward a voluntary, cooperative agreement with St. Louis City School Districts. What has happened publicly and formally concerning that part of the Court's order has been reported to the Court by the State of Missouri, the Board, and the U.S. Government. I will not duplicate that report here.

In addition to the formal, written communications earlier filed with the court, many informal exchanges have taken place during the late spring and summer. These have included many among County Districts themselves, and among County Districts, the State of Missouri, and the Board. After an early burst of public statements, some more informative than others, most of those concerned seem to be seriously exploring alternatives.

Because of the pressure of timely compliance with the Court Order, I have postponed direct contact with most School officials, City and County, until after the opening of school.

During the summer, however, I spoke informally with many people who can be influential in any voluntary agreements that may materialize. These include Commissioner of Education Arthur Mallory and members of his staff, several lawyers who represent St. Louis County School Districts, St. Louis school officials and people in other cities who have experience with successful voluntary programs. Commissioner Mallory has assigned Dr. Susan Uchitelle, of his staff, to work virtually full-time on a voluntary, metropolitan plan. Gordon Benson, other Board members, and Superintendent Wentz have continued their frequent communications in the county.

This week, after meetings with counsel, the Court has been in the process of modifying Paragraph 12 of the May 21 order concerning metropolitan cooperation. I was pleased to note that at the meetings with counsel, there was unanimity among those attending that discussions of voluntary alternatives should continue.

By the opening of school, no county district had formally agreed to accept any city children to decrease segregation but most have now adopted a policy of refusing to accept any whose transfer would increase segregation. As of this writing, we are informed that one county district has accepted a black child, and the city has accepted 15 white children from the county. These county children from the districts shown below, are attending the following city schools:

<u>District</u>	<u>Number of Students</u>	<u>Schools Attended</u>
Affton	1	Visual and Performing Arts High School
Ferguson	1	Wilkinson School
Hancock Place	1	Metro High School
Hazelwood	2	Visual and Performing Arts Center
Maplewood	4	Mass Media -- McKinley High School Business Management High School Madison School Stix School
Ritenour	2	Visual and Performing Arts Center
Webster Groves	4	Classical Junior Academy Academy of Math and Science Metro High School Visual and Performing Arts High School

Although the odds of metropolitan-wide cooperation may be long, most County Districts have now expressed a willingness to keep talking. I certainly take these expressions of intent as made in good faith. No one considering the challenges of "settling" a case of this dimension, not to mention its possible extensions, should do so with unrestrained optimism. But pessimism at the stage is premature.

GOALS AND OBJECTIVES OF THE ST. LOUIS PUBLIC SCHOOLS

IMPLEMENTATION OF DESEGREGATION PLAN

DESEGREGATION MONITORING OFFICE - STUDENT ASSIGNMENTS

PERFORMANCE OBJECTIVE	PROCESS OBJECTIVE	COMMENTS / EXPLANATION	PROJECTED -REVISED-	STATUS
7.01 PRINCIPALS, AREA OFFICE PERSONNEL, CENTRAL OFFICE, ADMINISTRATORS, AND STRAIGHT STORY LINE PERSONNEL WILL GIVE ACCURATE STUDENT ASSIGNMENT INFORMATION TO PARENTS AND STUDENTS DAILY UPON REQUEST.	1.01 THE MONITORING OFFICE WILL DOCUMENT AND DISTRIBUTE THE POLICY AND PROCEDURES FOR MAGNET SCHOOL KINDERGARTEN ENROLLMENTS AND A LISTING OF MAGNET KINDERGARTEN LOCATIONS AND ASSIGNMENTS FOR LOCAL STUDENTS TO THE SUPERINTENDENT, HIS STAFF, AND FIELD ADMINISTRATORS.		07/07/80	COMPLETED 07/07/80
	1.02 THE MONITORING OFFICE WILL REQUEST THE PRODUCTION OF THE MSR-03 REPORT (FOR PLANNING TRANSPORTATION SERVICE) AND WILL DISTRIBUTE THE REPORT TO THE TRANSPORTATION DIVISION.	DEPENDENT UPON THE RESOURCES AVAILABLE THROUGH THE DATA PROCESSING DIVISION.	07/29/80	ACTIVE
	1.03 THE MONITORING OFFICE WILL PRESENT A RECORD OF ALL ADJUSTMENT TRANSFER REASSIGNMENTS—FOR ENTRY INTO THE STUDENT DATA FILE TO THE DATA PROCESSING DIVISION.	DEPENDENT UPON THE AVAILABILITY OF RESOURCES THROUGH THE DATA PROCESSING DIVISION.	07/23/80	COMPLETED 07/23/80
	1.04 THE MONITORING OFFICE WILL PROVIDE A RECORD OF ALL PERMISSIVE TRANSFER RENEWALS - FOR ENTRY INTO THE STUDENT DATA FILE TO THE DATA PROCESSING DIVISION.		07/25/80	COMPLETED 07/25/80
	1.05 THE MONITORING OFFICE WILL USE RETENTION ROSTERS FOR 5TH, 8TH, AND 12TH GRADERS TO GENERATE NEW STUDENT ASSIGNMENTS AND WILL MAIL THE SCHOOL ASSIGNMENTS TO THE PARENTS OF STUDENTS WHO WERE RETAINED IN THE GRADES INDICATED.	DEPENDENT UPON THE RECEIPT OF RETENTION ROSTERS FROM DATA PROCESSING.	08/11/80	ACTIVE
	1.06 THE MONITORING OFFICE WILL PROVIDE NEW STUDENT ASSIGNMENTS FOR STUDENTS WHO EXERCISE THE OPTION TO BE REASSIGNED TO NORTH SIDE SCHOOLS AND WILL MAIL THE ASSIGNMENTS TO THE PARENTS OF SUCH STUDENTS.		07/11/80	COMPLETED 07/11/80
	1.07 THE MONITORING OFFICE WILL DEVELOP TRANSPORTATION CODES AND PROCEDURES FOR APPLYING THEM TO THE STUDENT DATA FILE AND WILL CONVEY THIS INFORMATION (FOR INCLUSION IN THE DATA PROCESSING MANUALS) TO THE DATA PROCESSING COORDINATORS.		07/24/80	COMPLETED 07/24/80

DESCRIPTION OF STUDENT ASSIGNMENT PROCEDURES

The purposes of this report are to provide a brief overview of the procedures used to assign students to schools for the 1980-81 school year and to provide an approximate count of the number of student assignments made in each category.

REGULAR STUDENT ASSIGNMENTS

There are two major categories of student assignments. The first category is regular student assignments - or mandatory assignments - in which students are assigned to a specific school based upon their grade level and the city block in which they live. A block matrix is used to assign every city block by each grade level to a specific school. The matrix was prepared using the enrollment configurations developed in the desegregation plan. Blocks and grade levels were assigned to schools to achieve the projected racial composition at each school.

Every regularly enrolled student in 1979-80 was advanced one grade and, using the computer and the block matrix, was given an assigned school for September, 1980. Approximately 57,000 students were sent assignment notices during the last week of school indicating their mandatory or block matrix school assignment for September. All graded students except students in magnet schools, special schools, O'Fallon and Metro High School, were given mandatory assignments. The racial distribution of these students matches the system-wide racial percentages of 76% black and 24% white.

Corrections were later made to some students' assignments after grade reporting indicated that some students had been retained in the same grade rather than being promoted.

NON-REGULAR STUDENT ASSIGNMENTS

The second category of student assignments is that of non-regular assignments which includes twelve different categories for students who are not assigned to their mandatory - block matrix - assigned school.

1.0 Old Magnet School Students

All students in grades K-7, 9-11 who attended a magnet school in 1979-80 were reassigned to the same magnet school for 1980-81. Assignment notices were sent to these students during the last week of school.

2.0 New Magnet School Students

Applications for old and new magnet schools were received, dated, and processed during the latter part of July and into August. A computer program processed the applicants based upon the date of application, the race and grade level of the student, the school requested, space available at the school for each race at the point of processing the application, and the target enrollment for the school. Approved applicants were sent letters of approval and rejected

students were sent notification of being placed on a waiting list.

3.0 Old Gifted Students

Students who attended the gifted programs at Busch and Kennard in 1979-80 were permitted to enroll directly in the Classical Junior Academy or Classical Academy. Each student was identified and assignments made during the month of June.

4.0 New Gifted Students

A preliminary eligibility list of students for the Classical Junior Academy and Classical Academy was prepared based upon last year's test scores. These students were contacted and invited for additional screening for admission to the two programs. As students were screened and accepted for entry notification was sent. Most of these notifications were made during the month of August.

5.0 Alternative High Schools

Students in grades 9-11 who attended Metro and O'Fallon High Schools in 1979-80 were reassigned to those schools for 1980-81. New 9th grade applicants to O'Fallon who were accepted were also assigned to O'Fallon. Assignment notices for all of these students were made in June.

6.0 Old Special Education Students

All students in special education classes in 1979-80 were given new school assignments by the special education office. Students were assigned to special education classes at regular schools (mainstreaming) based as much as possible on the program nearest to their home. All students who attended Smith and Rhoda Schools in 1979-80 were mainstreamed into regular schools having special education classes. Delmar and King High Schools were also closed and the students mainstreamed at the high school to which their elementary attendance area was assigned.

Other special education students with specific handicaps were assigned to one of the special schools: Gallaudet, Childrens Study, and Michael.

The majority of these assignments were made during the months of July and August.

Approximately 2200 students were given special education assignments.

7.0 New Special Education Students

As new special education students were identified, screened, and Individual Education Programs (IEP's) prepared for them, they were assigned in the same manner as existing special education students. These students were assigned during the month of August and will continue to be processed and assigned during the school year.

8.0 Permissive Transfer Renewals

Parents were informed of the permissive transfer policy in early June. Students who were attending a school on a permissive transfer in 1979-80 were permitted to apply for a renewal of their permit. Applications for renewals were received by the schools and forwarded to the Area Office. Permits were renewed if the majority to minority guidelines were met. In all, 302 permits were renewed, 283 of which were to black students to attend Southwest High School. The integration of Southwest High School was largely dependent upon black permissive transfer students. Therefore, a particular effort was made to encourage students to renew their permits.

9.0 New Permissive Transfers

Students not on permissive transfer in 1979-80 were permitted to apply for a permissive transfer in 1980-81 based upon the majority to minority rule. A statement of the permissive transfer policy was sent to all students receiving mandatory assignments in June. Applications will be reviewed during the week of September 15-19 by the Area Offices and approved in those circumstances where the majority to minority rule applies based upon the current racial distribution in the schools.

10.0 Hardship Transfers

Parents were informed of the hardship transfer policy in early June. All students attending a school in 1979-80 on a hardship transfer were required to reapply for a transfer. All old and new applications for hardship transfer are screened by the Area Office Staff and submitted to a Hardship Committee for review and final approval or denial. Approximately 670 applications have been received. Of these, 120 have been approved. Of these, 75 were issued to black students and 45 were issued to white students. The "scatter" of sending and receiving schools was such that the issuance of hardship transfers had no significant impact on the racial composition of the schools.

11.0 Adjustment Transfers

All students who were on adjustment transfers in 1979-80 were reviewed by the respective Area Offices and transfers were renewed as deemed appropriate by the Area Office. Students were notified of these transfer assignments during the latter part of June and early July. All students who had been on adjustment transfer were sent mandatory assignments in early June. The transfer renewal was sent overriding the earlier mandatory assignment. Approximately 100 adjustment transfers were renewed of which 82% are for black students.

12.0 North/South Return Option

Students who were assigned from far north side areas to integrated schools on the south side were given a one-time return option to attend a school in their home area. Thirteen black students have exercised that option out of more than 1,000 students assigned.

TARGET INTEGRATED SCHOOLS

School	Grade Level	March 13, 1979 ¹				Projected for 1980-81 ²				Enrollment 9/15/80 ³			
		Black	White	Total	% Black	Black	White	Total	% Black	Black	White	Total	% Black
Blow	6-8	32	265	297	10.8	185	372	557	33.0	127	312	439	28.9
Woodward	1-5	122	318	440	27.7	186	334	520	36.0	167	297	464	35.9
Henry	1-5	435	35	470	92.6	169	293	462	37.0	168	101	269	62.4
Lyon	1-8	4	323	327	1.2	- closed -				- closed -			
Maddox	1-8	7	180	187	3.7	- closed -				- closed -			
Clinton	6-8	406	23	429	94.6	236	312	548	43.0	259	135	394	65.7
Froebel	1-5	8	435	443	1.8	162	311	473	34.0	143	286	429	33.3
Meramec	1-5	1	309	310	0.3	101	215	316	32.0	95	231	326	29.1
Mt. Pleasant	1-8	33	173	206	16.0	- closed -				- closed -			
Dewey	6-8	174	252	426	40.8	228	235	463	49.2	196	187	383	51.1
Roe	1-5	192	239	431	44.5	130	134	264	49.2	100	116	216	46.2
Hamilton	1-5	318	1	319	99.7	202	221	423	48.0	228	96	324	70.3
Mason	1-8	51	199	250	20.4	- closed -				- closed -			
Fanning	6-8	7	559	566	1.2	220	325	545	40.0	201	273	474	42.4
Mann	1-5	1	511	512	0.2	144	268	412	35.0	136	245	381	35.6
Clark	1-5	346	4	350	98.9	283	334	617	46.0	293	125	418	70.0
Clark Br. 1	1-8	195	4	199	98.0	- closed -				- closed -			
Enright	1-8	483	1	484	99.8	Jr. Classical Academy				Jr. Classical Academy			
Grant	6-8	6	449	455	1.3	137	241	378	36.0	172	216	388	44.3
Shenandoah	1-5	35	293	328	10.7	121	149	270	45.0	125	151	276	45.2
Wyman	1-5	535	23	558	95.9	219	285	504	43.0	236	156	392	60.2

¹ Computations include kindergarten students² Kindergarten students are not included in the computations³ Kindergarten students are not included in the computations

School	Grade Level	March 13, 1979				Projected for 1980-81				Enrollment 9/15/80			
		Black	White	Total	% Black	Black	White	Total	% Black	Black	White	Total	% Black
Long	6-8	52	308	360	14.4	184	346	530	35.0	161	300	461	34.9
Windsor	1-5	1	241	242	0.4	79	163	242	33.0	87	134	221	39.3
Banneker	1-5	265	5	270	98.1	190	210	400	48.0	274	59	333	82.2
Scruggs	1-5	43	240	283	15.1	123	173	296	42.0	117	197	314	37.2
Woerner	1-8	125	122	247	50.6	- closed -				- closed -			
L'Ouverture	6-8	505	26	531	95.1	317	398	715	44.0	287	249	536	53.5
Hodgen	1-5	248	16	264	93.9	268	338	606	44.0	231	197	428	53.9
Garfield	1-5	55	412	467	11.8	127	236	363	35.0	123	234	357	34.4
Sigel	1-5	90	289	379	23.7	155	234	389	40.0	128	267	395	32.4
Charless	1-8	1	229	230	0.4	- closed -				- closed -			
Fremont	1-8	3	411	414	0.7	- closed -				- closed -			
Mullanphy	6-8	503	100	603	83.4	197	321	518	38.0	196	219	415	47.2
Buder	1-5	83	213	296	28.0	174	211	385	45.0	148	200	348	42.5
Oak Hill	1-5	20	289	309	6.4	114	236	350	33.0	122	196	318	38.3
Sherman	1-5	245	259	504	48.6	115	122	237	49.0	175	151	326	53.6
Gardenville	1-8	35	191	226	15.5	- closed -				- closed -			
Kennard	1-8	40	234	274	14.6	- closed -				- closed -			
Sherman Br.	1-8	245	259	504	48.6	- closed -				- closed -			
Nottingham	6-8	111	155	266	41.7	72	103	175	41.0	87	104	191	45.5
Lindenwood	1-5	99	152	251	39.4	119	160	279	43.0	131	135	266	49.2
Webster	6-8	355	63	418	84.9	206	252	468	44.0	153	179	332	46.0
Lafayette	1-5	114	171	285	40.0	149	238	437	34.0	157	203	360	43.6
Shepard	1-5	70	371	441	15.9	135	223	358	38.0	119	196	315	37.7
Monroe	1-8	43	270	313	13.7	4) closed -				- closed -			

School	Grade Level	March 13, 1979				Projected for 1980-81				Enrollment 9/15/80			
		Black	White	Total	% Black	Black	White	Total	% Black	Black	White	Total	% Black
Clay	1-8	238	240	478	49.7	196	207	403	49.0	172	229	401	42.8
Adams	1-8	306	152	458	66.8	239	115	354	68.0	284	126	410	69.2
McKinley	9-12	614	199	813	75.5	650	211	861	75.5	678	219	897	75.5
Cleveland	9-12	58	1,588	1,646	3.5	642	881	1,523	42.1	716	760	1,476	48.5
Roosevelt	9-12	490	1,140	1,630	30.1	625	896	1,521	41.3	640	868	1,508	42.4
Soldan	9-12	1,573	4	1,577	99.7	779	1,180	1,959	39.8	765	542	1,307	58.5
Southwest	9-12	547	1,005	1,552	35.2	692	881	1,573	44.0	551	756	1,307	42.1

NON-INTEGRATED SCHOOLS

	Grade Level	March 13, 1980 ¹				Projected for 1980-81 ²				Enrollment 9/15/80 ³			
		Black	White	Total	% Black	Black	White	Total	% Black	Black	White	Total	% Black
Blevett	6-8	601	1	602	99.8	533	11	544	97.9	669	16	685	97.6
Elliot	1-5	466	7	473	98.5	295	2	297	99.3	429	7	436	98.3
Jackson	1-5	269	11	280	96.0	385	21	406	94.8	345	8	353	97.7
Jefferson	1-5	488	3	491	99.4	428	0	428	100.0	468	3	471	99.3
Columbia	6-8	508	0	508	100.0	513	6	519	98.8	491	6	497	98.7
Carr Lane	1-5	264	0	264	100.0	235	0	235	100.0	197	0	194	100.0
Dunbar	1-5	479	3	482	99.4	510	0	510	100.0	580	0	580	100.0
Irving	1-5	516	19	535	96.4	410	10	420	97.6	423	14	437	96.7
Cook	6-8	529	0	529	100.0	514	0	514	100.0	603	0	603	100.0
Cook Br.	1-5	220	0	220	100.0	173	0	173	100.0	172	0	172	100.0
Hamilton Br. 1 & 2	1-5	241	1	242	99.6	170	0	170	100.0	224	0	224	100.0
Hempstead	1-5	694	1	695	99.9	634	0	634	100.0	531	0	531	100.0
Mitchell	1-5	563	1	564	99.8	357	0	357	100.0	442	0	442	100.0
Mitchell Br.	1-5	219	1	220	99.5	165	0	165	100.0	152	0	152	100.0
Fort	6-8	510	3	513	99.4	597	0	597	100.0	559	0	559	100.0
Clark Br. 2	1-5	157	0	157	100.0	128	0	128	100.0	145	0	145	100.0
Emerson	1-5	459	1	460	99.8	491	0	491	100.0	502	0	502	100.0
Walbridge	1-5	671	3	674	99.6	527	2	529	99.6	549	3	552	99.4
Hickey	6-8	519	0	519	100.0	506	0	506	100.0	509	6	515	98.8
Lexington	1-5	347	5	352	98.6	438	4	442	99.1	411	0	411	100.0
Scullin	1-5	562	2	564	99.6	591	0	591	100.0	531	0	531	100.0

¹ Computations include kindergarten students² Kindergarten students are not included in the computations³ Kindergarten students are not included in the computations

	Grade Level	March 13, 1980				Projected for 1980-81				Enrollment 9/15/80			
		Black	White	Total	% Black	Black	White	Total	% Black	Black	White	Total	% Black
Langston	6-8	571	0	571	100.0	609	0	609	100.0	709	1	710	99.8
Gundlach	1-5	580	0	580	100.0	613	0	613	100.0	652	0	652	100.0
Walnut Park	1-5	565	2	567	99.6	580	0	580	100.0	618	2	620	99.6
Walnut Park Br.	1-5	262	0	262	100.0	221	0	221	100.0	221	0	221	100.0
Peabody	1-8	604	0	604	100.0	516	0	516	100.0	547	0	557	100.0
Simmons	6-8	541	3	544	99.4	562	0	562	100.0	559	0	559	100.0
Bryan Hill	1-5	538	1	539	99.8	377	0	377	100.0	379	0	379	100.0
Cote	1-5	367	1	368	99.7	581	0	581	100.0	572	0	572	100.0
Brilliant	1-5	367	1	368	99.7	581	0	581	100.0	572	0	572	100.0
Stevens	6-8	368	1	369	99.7	412	2	414	99.5	424	0	424	100.0
Cole	1-5	343	0	343	100.0	452	11	463	97.6	511	7	518	98.6
Field	1-5	242	0	242	100.0	289	0	289	100.0	279	0	279	100.0
Stowe	6-8	700	0	700	100.0	618	0	618	100.0	704	1	705	99.8
Arlington	1-5	406	1	407	99.8	308	0	308	100.0	363	0	363	100.0
Herzog	1-5	484	0	484	100.0	273	0	273	100.0	304	0	304	100.0
Herzog Br.	1-5					84	0	84	100.0	112	0	112	100.0
Laclede	1-5	539	1	540	99.8	472	0	472	100.0	440	0	440	100.0
Turner Middle & Br.	6-8	521	0	521	100.0	592	1	593	99.8	551	1	552	99.8
Mark Twain	1-5	506	0	506	100.0	309	2	311	99.0	391	2	393	99.4
Mark Twain Br.	1-5	304	2	306	99.3	183	0	183	100.0	181	2	183	98.9
Marshall	1-5	420	3	423	99.3	420	0	420	100.0	418	1	419	99.7
Washington	6-8	465	1	466	99.8	440	0	440	100.0	410	0	410	100.0
Cupples		576	3	579	99.5	685	4	689	99.4	703	0	703	100.0

		March 13, 1980				Projected for 1980-81				Enrollment 9/15/80			
	Grade Level	Black	White	Total	% Black	Black	White	Total	% Black	Black	White	Total	% Black
Williams	6-8	462	1	463	99.8	549	0	549	100.0	543	1	544	99.8
Carver	1-5	319	0	319	100.0	145	0	145	100.0	179	0	179	100.0
Farragut	1-5	513	2	515	99.6	555	0	555	100.0	529	0	529	100.0
Williams Br.1	1-5	160	0	160	100.0	142	0	142	100.0	173	0	173	100.0
Yeatman	6-8	838	6	844	99.3	684	32	716	95.5	732	33	765	95.7
Baden	1-5	504	108	612	82.4	402	64	466	86.2	420	37	457	91.9
Harrison	1-5	499	0	499	100.0	452	0	452	100.0	426	0	426	100.0
Lowell	1-5	336	31	367	91.6	205	17	222	92.3	236	25	261	90.4
Beaumont	9-12	1,827	1	1,828	99.9	1,686	2	1,688	99.8	1,809	2	1,811	99.8
Central	9-12	1,225	82	1,307	93.7	1,099	26	1,125	97.6	1,416	21	1,437	98.5
Northwest	9-12	1,225	5	1,230	99.6	1,670	5	1,675	99.7	1,858	2	1,860	99.9
Sumner	9-12	1,571	8	1,579	99.5	1,713	8	1,721	99.5	1,644	0	1,644	100.0
Vashon	9-12	1,024	0	1,024	100.0	896	0	896	100.0	939	0	939	100.0

MAGNET SCHOOLS

Schools	Grade Level	Enrollment as of March 13, 1980 ¹			% Black	Enrollment as of 9-15-80 ²			% Black	Targeted Enrollment
		Black	White	Total		Black	White	Total		
Center for Business, ³ Management & Finance	9-12	91	50	141	65	82	87	169	48	550
Academy of Math & Science	9-12	229	108	337	66	193	120	313	61	350
Visual & Perform- ing Arts High School	9-12	262	138	400	66	251	249	500	50	600
Health Careers High School	9-12					8	40	48	16	200
Academic & Athletic Academy	6-8					33	49	82	40	200
Ames CERA ⁴	1-8	253	136	389	65	209	142	351	59	425
Classical Jr. Academy	3-8					202	232	434	46	600
Montessori	KG-3					35	46	81	43	250
Madison Action Learning	1-8	136	68	204	67	135	167	302	44	400
Visual and Per- forming Arts Center	1-8	338	178	516	66	257	200	457	56	425
Stix ILC	1-8	282	129	411	69	229	158	387	59	400
Mallinckrodt ABI	1-8	237	99	336	71	169	100	269	62	325
Waring ABI	1-8	279	21	300	93	227	61	288	78	375
Wade IGE	1-8	249	127	376	66	199	160	359	55	400
Wilkinson FLES	1-8	100	70	170	57	108	96	204	52	325

1 Computations include kindergarten students
 2 Kindergarten students are not included in the computations
 3 Center for Business, Management & Finance, 1979-80

SELECTION CRITERIA

CLASSICAL JUNIOR ACADEMY

CLASSICAL ACADEMY

The 85th percentile in any two of the following three areas will be used as a qualifying score for admission to the Classical Academy:

- a. I.Q. - 115 or higher as obtained from the Wechsler or Binet (I.Q. scores of 113, 114 will also qualify to adjust for the standard error of measurement).
- b. Achievement - Standardized Achievement Test
Reading - 1.5 months above grade placement or
Arithmetic - 1.1 months above grade placement
- c. Creativity - Torrance Test of Creativity
Verbal - scaled score of 13
Figural - scaled score of 13

(All cut-off scores are approximately one standard deviation above the mean score of this test).

Program participation will continue to be voluntary and require parental approval. Also, parents are to be notified prior to the removal of a student from the program.

Students meeting the entrance criteria will be sent applications to the program. Admission into the program from that point on will be on a first come first served basis until program capacity is met and a 50/50 racial balance is achieved.

ENRICHMENT/EXTENDED LEARNING LABORATORIES
AND SECONDARY ENRICHMENT LABS

Type of Program	Number of Programs				Number of Students	Percent Black
	Elementary	Middle	Secondary	Total		
Writing	24	11	4	39	17,572	99.6
Reading			5	5	6,761	95.0
Basic Skills		2		2	1,066	98.0
Math	4			4	1,052	100.0
Science	9			9	4,219	97.9
TOTALS	37	13	9	59	30,670	98.2

*See Memorandum for Record No. 7 - Exhibit No. 59

DESCRIPTION OF PROGRAMS

Enrichment Programs developed for non-integrated schools are organized as cooperative laboratory programs. The total class, with the teacher, reports to the laboratory one or two times per week. Instruction follows the team teaching mode, with the classroom teacher working with one group of students, the laboratory teacher with another group, and the aide supervising independent work or assisting one of the teachers.

Instructional Skills taught are based on the needs of the students, with skills running the gamut from remedial to advanced/enrichment for each class.

Basic Skills labs are designed to encompass mathematics and reading skills, whereas other labs stress the designated skills area.

Length of period varies with the levels of students, and times per week is determined by the school enrollment.

Each school staff determines the type of laboratory which would best meet the needs of students in the school.

National Origin of Minority Group Children

School Site	Number of Students in Program		
	Spanish	Oriental	Total
Madison	0	37	37
Roosevelt	4	13	17
TOTALS	4	50	54

Two Centers for Instruction in English have been established; one for elementary students at Madison School; and one for secondary students at Roosevelt High School (Wilkinson was the original elementary site but lack of space prohibited the program from being placed there).

Students experiencing difficulty with the English language were identified and recommended to the Centers by the International Institute. Parents, provided information needed in the enrollment process.

A survey will be distributed via all St. Louis Public School students early in October to further identify students experiencing difficulty with the English language. These surveys will be sent to parents.

Two teachers for English as a Second Language have been hired. Additional tutors will be hired as needed. An advisory specialist in national origin desegregation is in the process of being hired.

Number of schools naturally integrated

Appendix 9

Roosevelt, Sherman, Clay, Adams, McKinley were identified as having a significant degree of natural integration during the 1979-80 school year. Only Roosevelt, Clay and Sherman, however, had a range of 30% to 50% black enrollment.

March 13, 1980

September 15, 1980

<u>School</u>	<u>Black</u>	<u>White</u>	<u>Total</u>	<u>% Black</u>	<u>Black</u>	<u>White</u>	<u>Total</u>	<u>% Black</u>
Roosevelt	490	1,140	1,630	30.1	640	868	1,508	42.4
Sherman	245	259	504	48.6	175	151	326	53.6
Clay	238	240	478	49.7	172	229	401	42.8
Adams	306	152	458	66.8	284	126	410	69.2
McKinley	614	199	813	75.5	678	219	897	75.5

Changes in Cluster Configuration

- a. Schools closed since 1979
Reasons - See Table 9

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TABLE 9 (or see last sheet)

<u>SCHOOLS</u>	<u>REASONS FOR NON-USE*</u>	<u>SCHOOLS</u>	<u>REASONS FOR NON-USE*</u>
1. Ashland Branch	B	15. Lyon	B
2. Bates	A-B	16. Maddox	B
3. Benton	A-B	17. Marquette	B
4. Bertha B. Rhoda	C	18. Marshall Branch	B
5. Blair	B	19. Mason	B
6. Busch	D	20. Metro High School	D
7. Charles	A-B	21. Monroe	B
8. Clark Branch #1	B	22. Mt. Pleasant	B
9. Delmar High School	C	23. Riddick	A-B
10. Fremont	A-B	24. Smith	C
11. Gardenville	B	25. Rock Spring	A-D
12. Hempstead Branch	B	26. Sherman Branch	A-C
13. Howard Branch	B	27. Woerner	B
14. King	C		

*Codes - Reasons for non-utilization of building

A	Age/Condition
B	Capacity not needed in cluster
C	Mainstreaming of special education students
D	Program relocated

- b. Number of schools closed and reopened since inception of Plan

5

Ashland Branch	Pre-School and Reading Clinic
Busch	Offices (Instructional Support Services)
Marshall Branch	Overflow from Cote Brillante
Metro	Offices (Special Education)
Smith	Classes for Visual and Performing Arts High School

ST. LOUIS PUBLIC SCHOOLS
Tier Information

1st Tier

School Hours 7:30 A.M.-2:00 P.M.

All regular high schools (exception O'Fallon High School)
 Visual & Performing Arts High School (Humboldt)
 Math & Science High School (DeAndreis)
 Center for Business Management & Finance (Franklin)
 Classical Academy (Soldan)
 Classical Junior Academy (Enright)
 Academic & Athletic Academy (Hamilton Tr. 3)
 (School hours 7:30 a.m.-4:00 p.m.)

Health Careers Center (O'Fallon Satellite)

Area III - K, 6 - 8 Schools

Blow
 Blewett
 Clinton
 Columbia
 Long
 Webster
 Yeaman

2nd Tier

School Hours 8:15 A.M.-2:45 P.M.

All K, 1 - 5 Schools

Adams
 Clay
 Penbody

Pruitt School

3rd Tier

School Hours 9:00 A.M.-3:30 P.M.

Academy of Basic Instruction (Waring)
 Academy of Basic Instruction (Mallinckrodt)
 Action Learning & Career Education (Madison)
 Center for Expressive & Receptive Arts (Ames)
 Foreign Language Center (Wilkinson)
 Individually Guided Education (Wade)
 Investigative Learning Center (Stix)
 Montessori School (Euclid)
 Visual & Performing Arts Center (Shaw)
 Continued Education

Area II - K, 6 - 8 Schools

Fanning
 Grant
 Simmons
 Turner Middle
 Williams
 Hickey
 L'Ouverture
 Stevens
 Washington

Area I - K, 6 - 8 Schools

Devey
 Ford
 Stove
 Cook
 Langston
 Mullanphy
 Nottingham

EXCEPTIONS

8:00 A.M. McGraw Hill from Soldan

8:30 A.M. Gallaudet
 Elias Michael
 Missouri Hills
 Griscom School
 Children Study

Metro High School

7:15 A.M. - Monday, Wednesday & Friday
 8:30 A.M. - Tuesday & Thursday

O'Fallon Technical High School

7:30 A.M. and 8:24 A.M. Start Times

Start Times Not Yet Identified For:

ROTC and Public Safety - Contact Dr. Richard Stumpe
 Honors Art & Music - Barbara Holt

Rationale for School Start Times

Regular High Schools - Older students can better deal with early start times of 1st tier. Most large cities with multiple start times start high schools at 7:30 A.M.

K, 1 - 5 Schools - Students are younger and maximum of morning and afternoon light will provide some element of safety on middle tier.

K, 6 - 8 Students - Because of large number of buses on middle tier required for K, 1 - 5 students, 6 - 8 students are scheduled to be transported on 1st and 3rd tier. Area Superintendents requested each areas' K, 6 - 8 schools be on same tier. Area III was assigned to 1st tier and Area I and II to the 3rd tier. This assignment was based on the number of buses required for each area. Area III requires 49 buses for 6 - 8 Centers. Area I requires 41 buses and Area II requires 32 buses. By arranging the start times as indicated, we met the Area Superintendents' objective and provide the best equal distribution of buses between 1st and 3rd tiers.

Magnet Schools - Because Magnet Schools have the longest bus run times, they more efficiently fit on the 1st and 3rd tiers. Magnet High Schools are placed on the 1st tier and Magnet Elementary are on the 2nd tier.

Two exceptions to the elementary Magnets exist. The Academic & Athletic Academy is on the 1st tier because this school has a 2-hour longer day than any other because of required participation in after-school athletics. The Classical Junior Academy (Enright) is on the 1st tier, so that students can share the buses with students going to the Classical Academy.

GUIDELINES FOR MAINTAINING SAFETY IN SCHOOL DESEGREGATION

All roving security personnel will be assigned to the Director of Special Services/ Security Office for deployment and leadership starting August 25, 1980.

At the end of two weeks, our security problems will be re-evaluated, and where possible roving security personnel may be released to return to their school and area assignment depending upon the status of our security problems at that time.

School Security

Suggestions to building administrators to assist in providing a safe and secure climate for students and staff under his/her supervision:

1. Each school should appoint or continue in effect a security advisory committee to develop security plans for their school, and key staff persons should be thoroughly familiar with that plan.
2. Each principal should discuss with the security personnel assigned to the building (stationary or roving) their role in the following areas:
 - a. Under what circumstances, if any, should security personnel call the police without first notifying the building principal?
 - b. Under what circumstances, if any, should security personnel request outsiders to leave the building as per the city ordinance, and if unsuccessful in their efforts, under what circumstances should they call the police?
 - c. Who should be initially called to deal with outsiders?
 - d. Does the security personnel have the authority to require identification of students or other persons who may be found in the building?
 - e. Who should be notified regarding lunchroom disturbances and under what circumstances should security personnel become involved?
 - f. Under what circumstances does the security personnel attempt to disperse groups -- students enroute to class, students involved in protest activity and/or outside protest groups?
 - g. Security personnel should be required to report to the office and sign in when they enter the building in the mornings and before leaving in the afternoon. They should also be directed to report to the office at least on hourly intervals. They should be notified that during this two-week period they must take lunch time in the school (security personnel are paid for their lunch period) where they might possibly be called to deal with emergency situations.
 - h. Except in extreme situations security personnel should not be given assignments which tie them down to one location but should be given the opportunity to continually move throughout the building so that they may observe possible trouble spots and, if possible, react in a manner that will prevent difficulty from developing.
 - i. It should be indicated that under certain circumstances security personnel are required to report incidents occurring within the school by telephone directly to the Central Security Office and during this two-week period may be required to keep a written log of incidents which will be provided

Part III

School Administrators should:

A. Plan for Building Safety and Security by:

- .. assuring that fire alarm systems are security and that a delayed signal system or a similar safety mechanism is designed in concert with the fire department
- .. monitoring the flow of traffic onto school grounds
- .. securing outside doors from trespassers, but allowing use of the doors from the inside in the event of a fire or other emergency
- .. instituting a sign-in, sign-out system along with color-coded identification tags to be worn by all visitors to help exclude unauthorized persons from school premises
- .. designing a signal for announcing the existence of an emergency situation, and the need for the contingency plan to become effective
- .. assuring that clear instructions are given to staff not having a class in session at the time a signal is given (report to command post for deployment, etc.)
- .. developing special procedures for cafeteria and shop staff, particularly emphasizing the lock-up of knives, tools, and other utensils that could be used as weapons
- .. making sure that trash rooms and trash containers, as well as other highly combustible areas and materials, are secured
- .. assigning personnel to areas likely to be gathering points for groups of students--rest rooms, cafeteria, gyms, auditoriums, etc.
- .. developing clear and concise reporting procedures for school damage and vandalism and other incidents requiring security staff to respond

B. Plan for Personal Safety and Security by

- .. setting up an adequate first aid facility and procedures for handling injuries
- .. isolating the disruption as much as possible by separating opposing groups, giving each separate meeting places, and working independently with each
- .. curtailing movement in the school by postponing class change and eliminating bells until threat of escalation ceases
- .. assuring that operational instructions are given to teachers in class at the time a contingency plan is put in operation (lock doors, close windows, shut down power equipment, keep pupils in classroom, announce that teachers have been trained for this event, and request that students follow instructions for their own personal safety and welfare)

- .. having available a compilation of appropriate legal sanctions which can be used as tools for control and for crowd dispersal
- .. insisting that all staff avoid physical involvement except for self-protection or protection of students
- .. providing clear guidelines of personal demeanor in times of crisis (controlling emotional involvement, avoiding argument over who's to blame, promoting fairness)
- .. developing clear and precise procedures for dismissal of school (dismissal by floors, use of PA system to control movement, etc.)
- .. developing clear and accurate reporting procedures for all personal injuries

55-A

ESSENTIAL ELEMENTS IN A VIABLE SCHOOL CONTINGENCY PLAN

1. Identify an adequate First Aid facility and procedures for coping with pupil or staff injuries.
2. Devise a system to establish swift parental contact where necessary.
3. Establish a central administrative point for information dissemination and action decision (Command Post).
4. A motor pool to transfer problem pupils home expeditiously should be considered.
5. Traffic control is essential and visitors and loiterers must be discouraged.
6. Devise a signal for announcing the existence of an emergency situation.
7. Develop clear standard operational instructions to staff:
 - a. Lock doors or assume position in hall, manning all doors.
 - b. Close windows.
 - c. Close down all power equipment.
 - d. Keep pupils in classrooms until all clear signal is given. (elaborate)
 - e. Clear instructions to staff who are without pupils at the time alarm is given. (Report to command post for deployment.)
 - f. Establish clear understandings of communication procedures prior to an emergency. For example, what to do if a fire drill alarm is discharged during the emergency itself.
 - g. Devise an overall security plan for the entire school plant.
 - (1) personnel duty stations
 - (2) reporting procedures
 - (3) rationale for handling student problems
 - h. Devise procedure for handling pupils in large group activities like gym classes.
 - i. Devise plan for handling outside telephone communications during emergency.
 - j. Develop operational procedures for all auxiliary personnel.
 - (1) custodial staff
 - (2) lunchroom staff
 - (3) school security personnel
 - (4) guidance staff
 - (5) clerical staff
8. Establish a clearly defined chain of command for the administration along with specific responsibilities during the emergency.
9. Establish a plan for involving the police.
10. Devise a plan for backup support from Central Office personnel.
11. Have cameras available and develop plans for making utilization of them.
12. Establish a messenger system to be used if other communication systems fail.
13. Identify a stenographer to record all messages and make notes pertaining to activities during emergency.

14. Develop equipment checklist and an emergency list of phone numbers for the Command Post (principal's office).

<u>Equipment</u>	<u>Emergency Phone Numbers</u>
a. camera	Police - Station X
b. public address system	District number
	Youth Aid Bureau
c. walkie talkies	Fire
d. fire extinguishers	Central Office
etc.	Utilities - water works
	fire
	gas and electric

15. End of an emergency situation:

- a. Sound alarm terminating the emergency.
- b. All reports regarding injuries and damages should be made to the Command Post immediately.

This information should be written and turned in to the assistant principal in charge of security before teachers leave school.

- c. Reports of student misconduct should be written and turned in to the assistant principal in charge of security before leaving school.

cc: Mr. Ronald Stodghill
Dr. Leona Mackler

XII.

A. Procedure for Identification of Disciplinary Problems

This program is not intended as a treatment for hard-core disciplinary problem case and/or for the emotionally disturbed student. The emphasis should be on preventive and interventive techniques rather than on punitive measures. Nor is this program intended as a short-term punishment procedure for the occasional behavior infraction committed by the student who ordinarily conforms to the educational setting. It cannot supplant the suspension or adjustment transfer process where a student's behavior or flagrant disregard for staff authority dictates his removal, either temporarily or permanently, from the school setting.

This particular program, is intended and designed to focus on that student who frequently exhibits minor behavioral infractions that could cumulatively lead to suspension or separation from the school program. Examples of such infractions would be:

1. excessive tardiness
2. excessive class cutting
3. indifference and failure to perform class work
4. acts of disrespect toward school personnel
5. unauthorized smoking
6. excessive school playfulness and classroom disruption
7. petty thefts
8. excessive loitering in corridors or rest rooms
9. irregular school attendance
10. repeated violation of schools' established rules or procedures

The assignment of a student to the program should be preceded by:

1. communication and discussion among school personnel; i.e. teachers, counselors, administrators, etc.
2. consultation with program personnel; teacher, psychologist, social worker, etc.
3. conferences with parent, guardian, and/or probationary personnel if student is under court supervision
4. team planning regarding the student's needs and the measures which could be used to enhance the positive growth and development of the student.

B. Pilot Programs for Punitive Measures

Two pilot programs will be set up in the high schools: In-school suspension centers and a tutoring and counsel center

1. In-school suspension centers

One pilot project an in-house suspension room, will serve as an alternative to suspension from school. The primary function of such a room will be to keep the student in school, continuing his/her education while focusing on techniques for changing

inappropriate behavior. This project will be designated as Save Our Students, henceforth known as S.O.S. Center

a. Objectives of the In-school Suspension Center

The objectives of the S.O.S. will be to:

- i. provide an educational setting in which the student can continue progress in the basic subject areas, while receiving remedial aid relative to inappropriate behavior.
- ii. provide an educational situation in which the student can learn socially acceptable behavior, and can develop a high level of self-esteem and motivation to learn and achieve.
- iii. provide an "alternative school within a school" for the disruptive student, the potential drop-out and the potential suspender.
- iv. provide help for students with average discipline problems, which if not dealt with may eventually grow into major ones.

2. Counseling and Tutoring Service

A pilot program, Counseling and Tutoring Service (C.A.T.S.), will be developed and implemented in selected schools. The Area Superintendents will be asked to designate the schools willing to meet the following criteria:

- a. designation of one (1) room for the establishment and implementation of the Counseling and Tutoring Service.
- b. assignment of one (1) counselor to work with the C.A.T.S. project.
- c. assist the counselor designated by the Program for improving student discipline to work an average of two (2) days per week in the school, in organizing and implementing the program.

Objectives of C.A.T.S.

The objectives of the C.A.T.S. program are to:

- a. improve student discipline
- b. raise students' level of self-esteem and self-confidence
- c. motivate students to attend and achieve in school

Student Discipline continued

- d. increase academic achievement
- e. improve interpersonal relationships
- f. increase the student's ability to solve problems and resolve conflicts

3. Originally three programs were intended to follow the model:

Prevention:	Counseling and Tutoring
Intervention:	Peer Counseling
Detention:	In-school Suspension Center

However, it was decided that peer counseling was not limited simply to intervention, but could also be extended to prevention and detention. Therefore, peer counseling was not set aside as a separate program but was included as a part of the above two programs.

C. Establishment of Committees to Develop Pilot Programs

A racially balanced committee made up of administrators, teachers, parents and students was established during the 1979-80 school year and will reconvene during the 1980-81 school year to deal with all aspects of student discipline.

D. Human Relations Programs:

All high school and middle school administrators were invited to a three day in-service session prior to the opening of school. This session specifically addressed the reasons for a disproportionate number of minority suspensions and the means to avoid such a situation.

Further training is planned later in the school year.

E. Development of Monitoring Systems

Attached is the form presently being developed for all schools. Tabulation of the results of the form will be done through data processing.

CERTIFICATED RACIAL COMPOSITION
 September 7, 1980
 Page Two

<u>Area III Continued</u>	<u>White Percent</u>	<u>Current No. White</u>	<u>White Needed To Comply</u>
Scruggs	46.46%	10.5	10
Sigel	45.45%	13	12.33
Webster	32.92%	10.7	10.76
 <u>Area IV</u>			
Business & Office	49.62%	13.3	11.55
Math & Science High	47.90%	16	14.4
V.P.A. High	46.66%	21	19.4
 Mallinckrodt	29.90%	6.4	7.1
Stix	47.51%	13.4	12.15
Classical Jr. Acad.	50.00%	14	12
 O'Fallon Technical Center	44.06%	68	56.52

9/19/80
 lan

CERTIFICATED RACIAL COMPOSITION REPORT

September 17, 1980

Overall Goal For Each School +5% or Two Individuals From 38.11% White,
61.89% Black at Each School

		White Percent	Current No White	White Needed To Comply
Area I	Southwest High	48.19%	40	36
	Buder	51.86%	12.5	11
	Dewey	49.32%	14.6	13
	Ford	29.35%	11.2	13
	Lindenwood	54.71%	8.7	8
	Hempstead	27.50%	11	13
	Mark Twain	26.21%	7	10
	Mark Twain Br.	23.02%	3.5	4
	Scullin	29.64%	10	11
Area II	Roosevelt High	49.11%	41.5	35.5
	Adams	51.18%	15.73	13
	Cote Brillante	25.62%	8.2	11
	Fanning	47.78%	12.63	11.4
	Froebel	45.25%	12.73	12.13
	Garfield	46.03%	12.2	11.4
	Hickey	31.06%	9.6	10
	Gundlach	28.40%	10	11.65
	Harrison	30.95%	7.8	8.3
	Langston	32.11%	15	15.5
	Marshall	23.62%	8	8.41
	Mullanphy	43.93%	15.2	15
	Yeatman	29.80%	12.4	14
	Sherman	48.14%	10.4	10
	Simmons	25.97%	9	11.5
	Stevens	23.10%	13.3	10.5
	Turner Br.	31.84%	10	10.4
	Washington	27.09%	8.55	10.5
	Williams	28.73%	8.8	10
Area III	Cleveland High	47.05%	40	37
	McKinley High	47.61%	28.5	26
	Vashon High	32.13%	21	22
	Bryan Hill	31.03%	9	9.6
	Cole	31.25%	10	11
	Columbia	27.11%	8.5	10
	Eliot	26.42%	7.9	9.9
	Irving	31.06%	10.5	11
	Jackson	27.98%	7.5	8.9
	Lafayette	46.00%	11.5	10.8
	Meramec	50.60%	8.4	8.3

S A I T PUBLIC SCHOOLS
L O U I S

OFFICE OF
THE SUPERINTENDENT OF SCHOOLS

September 19, 1980

To: Tad Foote
Chairman, Desegregation Monitoring & Advisory Committee

Re: Rationale for schools not falling within specified guidelines
under the Singleton provisions

On the initial printout that you will be presenting to Judge Meredith on staff balance you will note that some schools do not fall within the specified guidelines under the Singleton provision. I think it is important that your committee and Judge Meredith understand the following points:

1. That the initial allocation of staff was within the guidelines, on paper.
2. The variances that exist are a result of:
 - a. Some teachers did not show up to their designated assignments.
 - b. There has been an inability in some cases to hire an individual with the proper certification to match the race needed in the specific assignment.
 - c. The allocation of some part-time staff such as Art, Music, and Physical Education, as well as the assignment of special education teachers, caused some of the overall percentages to be slightly out of compliance.

With the opening of some additional classrooms and buildings, and with the normal adjustment of staff to meet the specific need of each school, there will be some additional reassignment with the attempt to bring all schools within the required percentages.

If you should have any questions, please call.

Sincerely,


Robert E. Wentz
Superintendent of Schools

REW:roc

AREA I	1979-80	REGULAR CLASSROOM TEACHERS				TOTAL CERTIFICATED				NON-CERTIFICATED*				NEEDING PERMANENT STAFF					
						TOTAL %B 60.61%W 39.39				TOTAL %B 77.00%W 23.00									
						3,918.14				1,163.05									
SCHOOLS	BLACK		WHITE		BLACK		WHITE		BLACK		WHITE		INTEGRATED			NON-INTEGRATED			
	79/80	80/81	79/80	80/81	79/80	80/81	79/80	80/81	79/80	80/81	79/80	80/81	(T)	(TC)	(NC)	(T)	(TC)	(NC)	
		59.13%		40.86%	65.45%	61.16%	35.54%	38.83%	82.08%	79.66%	17.91%	20.33%							
Northwest High	46.000	55.000	27.000	38.000	54.400	63.000	30.000	40.000	22.000	23.500	4.800	6.000				4.000		1.000	
		54.94%		45.05%	68.68%	57.07%	31.31%	42.92%	80.32%	80.55%	19.67%	19.44%							
Soldan High	55.000	50.000	29.000	41.000	68.000	58.500	31.000	44.000	24.500	29.000	6.000	7.000						1.000	
		52.70%		47.29%	23.84%	51.80%	76.15%	48.17%	71.59%	68.16%	22.69%	31.83%							
Southwest High	19.000	39.000	69.250	35.000	24.000	43.000	76.650	40.000	22.690	25.690	9.000	12.000	5.000					1.000	
		73.33%		26.66%	85.13%	68.62%	14.86%	31.37%	87.01%	72.22%	12.98%	27.77%							
Arlington	13.000	11.000		4.000	22.900	17.500	4.000	8.000	6.700	5.200	1.000	2.000				0.500		0.500	
		53.48%		46.51%	58.04%	62.96%	41.95%	37.03%	75.53%	71.42%	24.46%	28.57%							
Baden	9.000	9.200	10.000	8.000	18.400	18.700	13.300	11.000	10.500	5.000	3.400	2.000							
		73.68%		26.31%	77.10%	67.67%	22.89%	32.32%	83.02%	80.30%	16.97%	19.69%							
Blewett	24.000	14.000	8.000	5.000	33.000	26.800	9.800	12.800	11.400	9.500	2.330	2.330						1.000	
		42.74%		57.25%	44.50%	48.13%	55.49%	51.86%	64.15%	56.60%	35.48%	43.39%							
Buder	3.000	5.600	6.500	7.500	8.100	11.600	10.100	12.500	4.000	3.000	2.200	2.300							
		63.63%		36.36%	60.40%	64.02%	39.59%	35.97%	100.00%	100.00%	0.00%								
Clark	4.000	14.000	5.000	8.000	14.800	22.600	9.700	12.700	9.300	7.500					0.500				
					67.82%		32.17%		100.00%		0.00%								
Clark Br. 1	4.000		2.000		7.800		3.700		2.600										
		58.33%		41.66%	73.28%	65.47%	26.71%	34.52%	76.92%	69.69%	23.07%	30.30%							
Hamilton Br. 2	6.000	7.000	3.000	5.000	9.600	11.000	3.500	5.800	4.000	4.600	1.200	2.000							
		70.58%		29.41%	81.42%	65.77%	18.57%	34.22%	86.48%	78.72%	13.51%	21.27%							
Cook	16.000	12.000	5.000	5.000	26.300	26.900	6.000	14.000	6.400	7.400	1.000	2.000							
		54.54%		45.45%	54.71%	50.67%	45.82%	49.32%	71.42%	75.60%	28.57%	24.39%							
Dewey	10.000	6.000	5.000	5.000	14.500	15.000	12.000	14.600	5.500	6.200	2.000	2.000	0.333						
		72.72%		27.27%	69.59%	67.48%	30.40%	32.51%	61.53%	77.27%	38.46%	22.72%						65	
Emerson	12.000	16.000	4.000	6.000	19.000	22.000	8.300	10.600	4.800	6.800	3.000	2.000			0.333				

AREA I	1979-80	REGULAR CLASSROOM TEACHERS				TOTAL CERTIFICATED				NON-CERTIFICATED				Key: (T) Teachers (TC) Total Certificated (NC) Non-Certificated NEEDING PERMANENT STAFF					
						TOTAL		% B 60.61 % W 39.39		TOTAL		% B 77.00 % W 23.00							
		BLACK		WHITE		BLACK		WHITE		BLACK		WHITE		INTEGRATED			NON-INTEGRATED		
SCHOOLS		79/80	80/81	79/80	80/81	79/80	80/81	79/80	80/81	79/80	80/81	79/80	80/81	(T)	(TC)	(NC)	(T)	(TC)	(NC)
Enright 7th & 8th Grade Cntr.	16.000			4.000		80.33%		19.66%		92.98%		7.01%							
			70.00%		30.00%	64.80%	71.03%	35.20%	28.96%	91.07%	100.00%	8.92%	0.00%						
Cook Br.	4.000	7.000	3.000	3.000	8.100	10.300	4.400	4.200	5.100	3.600	0.500	0.000						0.500	
			70.58%		29.41%	68.60%	70.60%	31.39%	29.39%	86.66%	80.76%	13.33%	19.23%						
Ford	10.000	12.000	6.000	5.000	20.100	26.900	9.200	11.200	6.500	8.400	1.000	2.000	1.500						
			57.14%		42.85%	63.38%	63.63%	36.61%	36.36%	80.45%	81.70%	19.54%	18.29%						
Hamilton	7.000	8.000	6.000	6.000	16.100	17.500	9.300	10.000	7.000	6.700	1.700	1.500							
					72.41%		27.58%		55.55%		44.44%								
Hamilton Br. 3	4.500		3.000		8.400		3.200		1.500		1.200								
			66.66%		33.33%	75.31%	72.50%	24.68%	27.50%	91.93%	88.23%	8.06%	11.76%						
Hempstead	20.000	16.000	3.000	8.000	30.200	29.000	9.900	11.000	11.400	7.500	1.000	1.000							
			63.15%		36.84%	82.45%	65.75%	17.54%	34.24%	89.28%	81.81%	10.71%	18.18%					0.333	
Herzog and Br.	16.000	12.000	3.000	7.000	23.500	19.200	5.000	10.000	2.500	4.500	0.300	1.000						0.333	
			70.58%		29.41%	77.01%	68.69%	22.98%	31.30%	87.50%	84.61%	12.50%	15.38%						
Laclede	14.000	12.000	3.000	5.000	24.800	21.500	7.400	9.800	10.500	11.000	1.500	2.000							
					57.89%		42.10%		100.00%		0.00%								
Hempstead Br. 1	2.000		3.000		4.400		3.200		2.100		0.000						0.500		
			40.00%		60.00%	49.29%	45.28%	50.70%	54.71%	48.38%	54.05%	51.61%	45.94%						
Lindenwood	5.000	4.000	5.000	6.000	7.000	7.200	7.200	8.700	1.500	2.000	1.600	1.700					1.000		1.000
			69.23%		30.76%	71.16%	65.57%	28.38%	34.42%	85.29%	86.20%	14.70%	13.79%						
Stowe	18.000	18.000	4.000	8.000	27.400	32.000	11.000	16.800	14.500	12.500	2.500	2.000							
			62.12%		37.87%	72.23%	73.78%	26.76%	26.21%	59.18%	60.00%	40.81%	40.00%						
Mark Twain 66	9.000	8.200	5.000	5.000	22.900	19.700	8.800	7.000	5.800	6.000	4.000	4.000							67
			62.50%		37.50%	76.56%	76.97%	23.43%	23.02%	52.38%	63.63%	47.61%	36.36%						
Mark Twain Br.	6.000	5.000	4.000	3.000	14.700	11.500	4.500	3.500	3.000	3.000	2.000	2.000							

AREA II	1979-80	REGULAR CLASSROOM TEACHERS				TOTAL CERTIFICATED				NON-CERTIFICATED				NEEDING PERMANENT STAFF					
		BLACK		WHITE		BLACK		WHITE		BLACK		WHITE		INTEGRATED			NON-INTEGRATED		
		79/80	80/81	79/80	80/81	79/80	80/81	79/80	80/81	79/80	80/81	79/80	80/81	(T)	(TC)	(NC)	(T)	(TC)	(NC)
SCHOOLS																			
Beaumont High		56.17%		43.82%		75.00%	56.70%	25.00%	43.29%	72.12%	76.12%	27.87%	23.87%						
		58.000	50.000	21.000	39.000	72.000	55.000	24.000	42.000	21.500	26.500	8.310	8.310						
		53.06%		46.93%		27.02%	50.88%	72.97%	49.11%	80.00%	75.00%	20.00%	25.00%						
Roosevelt High		22.000	39.000	71.500	34.500	30.000	43.000	81.000	41.500	20.000	24.000	5.000	8.000	5.000		1.000			
		60.20%		39.79%		71.57%	61.86%	28.42%	38.13%	81.69%	82.66%	18.30%	17.33%						
Sumner High		58.000	59.000	28.000	39.000	68.000	66.500	27.000	41.000	29.000	31.000	6.500	6.500						1.000
		40.00%		60.00%		45.27%	48.81%	54.72%	51.18%	71.42%	83.33%	28.57%	16.66%						
Adams		7.000	6.000	10.500	9.000	12.600	15.000	15.230	15.730	3.000	5.000	1.200	1.000						
		69.23%		30.76%		68.08%	57.94%	31.91%	42.05%	100.00%	100.00%	0.00%	0.00%						
Ashland		18.000	18.000	4.000	8.000	25.600	24.800	12.000	18.000	9.500	9.500	0.000	0.000						1.000
						77.27%		22.72%		100.00%		0.00%							
Ashland Branch		3.000		1.000		6.800		2.000		0.500		0.000							
						75.06%		24.93%		87.50%		12.50%							
Bates		9.000		3.000		15.050		5.000		7.000		1.000							
						72.09%		27.90%		100.00%		0.00%							
Benton		9.000		3.000		14.600		5.650		7.500		0.000							
			73.68%		26.31%	76.78%	74.37%	25.62%	25.62%	78.49%	100.00%	21.50%	0.00%						
Cote Brillante		8.000	14.000	3.000	5.000	17.200	23.800	5.200	8.200	7.300	7.300	2.000	0.000						
			73.07%		26.92%	74.59%	67.66%	25.40%	32.33%	100.00%	100.00%	0.00%	0.00%						
Cupples		16.000	19.000	5.000	7.000	26.430	27.200	9.000	13.000	11.000	9.500	0.000	0.000						1.000
						78.44%		21.55%		73.33%		26.66%							
Euclid		10.000		3.000		15.650		4.300		5.500		2.000							
			50.00%		50.00%	43.33%	52.21%	56.66%	47.78%	57.14%	69.23%	42.85%	30.76%						
Fanning		8.000	8.000	10.000	8.000	11.800	13.800	15.430	12.630	4.000	4.500	3.000	2.000						
			72.72%		27.27%	69.66%	64.90%	30.33%	35.09%	73.33%	82.60%	26.66%	17.39%						
Farragut		15.000	16.000	4.000	6.000	22.800	22.800	9.930	12.830	5.500	9.500	2.000	2.000						

AREA II	1979-80	REGULAR CLASSROOM TEACHERS				TOTAL CERTIFICATED				NON-CERTIFICATED				NEEDING PERMANENT STAFF					
						TOTAL		%		TOTAL		%							
						3,918.14		60.61 % W 39.39		1,163.05		B 77.00 % W 23.00							
SCHOOLS		BLACK		WHITE		BLACK		WHITE		BLACK		WHITE		INTEGRATED			NON-INTEGRATED		
		79/80	80/81	79/80	80/81	79/80	80/81	79/80	80/81	79/80	80/81	79/80	80/81	(T)	(TC)	(NC)	(T)	(TC)	(NC)
			66.66%		33.33%	71.23%	65.46%	28.76%	34.53%	100.00%	87.01%	0.00%	12.98%						
Field		7.000	8.000	4.000	4.000	13.200	12.000	5.330	6.330	5.700	6.700	0.000	1.000						
			40.00%		60.00%	41.73%	54.70%	58.28%	45.25%	50.00%	63.63%	50.00%	36.36%						
Froebel		5.000	6.000	9.000	9.000	10.400	15.400	14.530	12.730	2.000	3.500	2.000	2.000						
			53.33%		46.66%	50.56%	53.96%	49.43%	46.03%	50.00%	50.00%	50.00%	50.00%						
Garfield		8.000	8.000	10.000	7.000	13.500	14.300	13.200	12.200	4.000	3.000	4.000	3.000						
			27.27%		72.72%	47.60%	56.52%	52.39%	43.47%	33.33%	45.45%	66.66%	54.54%						
Grant		7.000	3.000	10.000	8.000	12.900	16.900	14.200	13.000	1.500	2.500	3.000	3.000			1.000			
			68.75%		31.25%	69.53%	68.93%	30.46%	31.06%	100.00%	84.61%	0.00%	15.38%						
Hickey		12.000	11.000	5.000	5.000	19.630	21.300	8.600	9.600	9.800	5.500	0.000	1.000						
			64.00%		36.00%	73.77%	71.59%	26.22%	28.40%	80.95%	77.22%	19.04%	22.47%						
Gundlach		12.000	16.000	7.000	9.000	25.400	25.200	9.030	10.000	8.500	6.900	2.000	2.000				1.000	0.500	
			82.35%		17.64%	82.15%	69.04%	17.84%	30.95%	85.71%	86.66%	14.28%	13.33%						
Harrison		15.000	14.000	2.000	3.000	22.000	17.400	4.800	7.800	7.000	6.500	1.000	1.000						
			57.54%		42.45%	69.94%	67.88%	30.05%	32.11%	83.33%	79.79%	16.66%	20.20%						
Langston		13.000	12.200	8.000	9.000	24.200	31.700	10.400	15.000	10.000	7.900	2.000	2.000				1.000		
			62.85%		37.14%	79.99%	66.29%	24.00%	33.70%	100.00%	94.44%	0.00%	5.55%						
Lexington		8.000	11.000	2.000	6.500	16.300	17.800	5.150	9.050	6.500	8.500	0.000	0.500				0.500		
			58.82%		41.17%	46.80%	59.71%	53.19%	40.28%	60.00%	80.00%	40.00%	20.00%						
Mann		7.000	10.000	8.000	7.000	11.200	16.200	12.730	10.930	3.000	4.000	2.000	1.000						
			75.00%		25.00%	81.77%	76.37%	18.22%	23.62%	86.66%	88.23%	13.33%	11.76%						
Marshall		10.000	12.000	2.000	4.000	17.950	19.400	4.000	6.000	6.500	7.500	1.000	1.000						
						60.00%		40.00%		100.00%		0.00%							
Marshall Branch		2.000		1.000		3.000		2.000		1.000		0.000							
						54.60%		45.39%		60.00%		40.00%							
Monroe	72	4.000		5.000		10.500		8.730		3.000		2.000							

AREA II 1979-80		REGULAR CLASSROOM TEACHERS				TOTAL CERTIFICATED				NON-CERTIFICATED				NEEDING PERMANENT STAFF					
						TOTAL				TOTAL									
						B 60.61% W 39.39%				B 77.00% W 23.00%									
						3,918.14				1,763.05									
SCHOOLS		BLACK		WHITE		BLACK		WHITE		BLACK		WHITE		INTEGRATED			NON-INTEGRATED		
		79/80	80/81	79/80	80/81	79/80	80/81	79/80	80/81	79/80	80/81	79/80	80/81	(T)	(TC)	(NC)	(T)	(TC)	(NC)
			40.00%		60.00%	55.90%	56.06%	44.09%	43.93%	64.51%	76.47%	35.48%	23.52%						
Mullanphy		10.000	6.000	10.000	9.000	19.400	19.400	15.300	15.200	7.000	6.500	3.850	2.000	1.000					
			70.83%		29.16%	79.24%	70.19%	20.75%	29.80%	100.00%	00.00%	0.00%	0.00%						
Yeatman		23.500	17.000	4.000	7.000	35.900	29.200	9.400	12.400	12.500	8.500	0.000	0.000						
						66.86%		33.13%		71.42%		28.57%							
Riddick		8.000		1.000		11.000		5.450		2.500		1.000							
			36.36%		63.63%	62.98%	52.32%	37.01%	47.67%	25.00%	40.00%	75.00%	60.00%						
Shenandoah		5.000	4.000	7.000	7.000	13.100	9.000	7.700	8.200	1.000	2.000	3.000	3.000						
			58.33%		41.66%	66.09%	58.20%	33.90%	41.79%	50.00%	58.33%	50.00%	41.66%						
Shepard		10.000	7.000	5.500	5.000	19.300	15.600	9.900	11.200	2.000	3.500	2.000	2.500						
			18.18%		81.81%	48.50%	51.85%	51.49%	48.14%	68.62%	80.00%	31.37%	20.00%						
Sherman		6.000	2.000	11.000	9.000	13.000	11.200	13.800	10.400	7.000	4.000	3.200	1.000						
						75.00%		25.00%		0.00%		100.00%							
Sherman Branch #1		3.000		1.000		3.000		1.000		0.000		0.050							
			58.82%		41.17%	76.09%	74.02%	23.90%	25.97%	84.61%	88.88%	15.38%	11.11%						
Simmons		9.500	10.000	6.000	7.000	25.150	25.650	7.900	9.000	5.500	8.000	1.000	1.000						
			76.92%		23.07%	72.02%	76.89%	27.97%	23.10%	86.11%	87.80%	13.88%	12.19%				1.000		1.000
Stevens		7.500	10.000	5.000	3.000	16.300	24.400	6.330	7.330	6.200	7.200	1.000	1.000						
			64.70%		35.29%	69.96%	68.15%	30.03%	31.84%	88.53%	88.02%	11.46%	11.97%				1.000		
Turner Middle & Branch		12.000	11.000	6.000	6.000	25.630	21.400	11.000	10.000	10.500	10.000	1.360	1.360						
			78.57%		21.42%	77.05%	72.90%	22.94%	27.09%	100.00%	87.17%	0.00%	12.82%						0.500
Washington		12.000	11.000	4.000	3.000	22.000	23.000	6.550	8.550	9.300	6.800	0.000	1.000						
			94.28%		5.71%	78.82%	71.26%	21.17%	28.73%	100.00%	100.00%	0.00%	0.00%				1.000		1.000
Williams		13.000	16.300	1.000	1.000	21.700	21.830	5.830	8.800	10.500	8.500	0.000	0.000						
			68.25%		31.74%	69.76%	66.31%	30.23%	33.68%	100.00%	100.00%	0.00%	0.00%				0.500		
Williams Branch #1		4.000	4.300	2.000	2.000	6.300	6.300	2.730	3.200	1.500	3.500	0.000	0.000						

Key: (T) Teachers
(TC) Total Certificated
(NC) Non-Certificated

NEEDING PERMANENT STAFF

AREA II

1979-80

REGULAR CLASSROOM TEACHERS

TOTAL CERTIFICATED

TOTAL	% B	60.61	% W	39.39
3.918.14				

NON-CERTIFICATED

TOTAL	% B	77.00	% W	23.00
1,163.05				

SCHOOLS

Wlyman

76

72

AREA III	1979-80	REGULAR CLASSROOM TEACHERS				TOTAL CERTIFICATED				NON-CERTIFICATED				(TC) Total Certificated (NC) Non-Certificated NEEDING PERMANENT STAFF					
		BLACK		WHITE		BLACK		WHITE		BLACK		WHITE		INTEGRATED			NON-INTEGRATED		
		79/80	80/81	79/80	80/81	79/80	80/81	79/80	80/81	79/80	80/81	79/80	80/81	(T)	(TC)	(NC)	(T)	(TC)	(NC)
SCHOOLS																			
			60.29%		39.70%	54.32%	58.75%	45.67%	41.25%	73.29%	75.76%	26.70%	24.23%				2.000		
Central High		38.000	41.000	31.000	27.000	44.000	47.000	37.000	33.000	17.100	22.600	6.230	7.230						
			50.70%		49.29%	28.08%	52.94%	71.91%	47.05%	52.24%	65.27%	47.75%	34.72%						
Cleveland High		23.000	36.000	67.250	35.000	29.000	45.000	74.250	40.000	13.750	21.750	12.570	11.570	3.000					
			56.24%		43.75%	42.50%	52.38%	57.49%	47.61%	55.07%	72.87%	44.92%	27.12%				3.000		
McKinley High		23.350	26.350	31.000	20.500	27.350	31.350	37.000	28.500	12.000	22.000	9.790	8.190						
			66.87%		33.12%	77.48%	67.86%	22.51%	32.13%	62.77%	67.87%	37.22%	32.12%						
Vashon High		45.350	38.350	14.000	19.000	55.050	44.350	16.000	21.000	15.800	19.800	9.370	9.370				2.000		
			66.66%		33.33%	74.70%	61.13%	25.29%	38.86%	75.60%	82.45%	24.39%	17.54%						
Banneker		7.000	10.000	3.000	5.000	12.700	17.300	4.300	11.000	6.200	4.700	2.000	1.000						
						70.94%		29.05%		74.02%		25.97%							
Blair		10.000		1.000		16.000		6.800		5.700		2.000							
			61.53%		38.46%	49.37%	57.69%	50.62%	42.30%	47.78%	59.73%	52.21%	40.26%						
Blow		5.000	8.000	5.000	5.000	11.800	15.000	12.100	11.000	4.000	5.000	4.370	3.370						
			86.66%		13.33%	74.22%	68.96%	25.77%	31.03%	88.50%	89.69%	11.49%	10.30%						
Bryan Hill		14.500	13.000	4.000	2.000	23.900	20.000	8.300	9.000	7.700	8.700	1.000	1.000				1.000		
			55.55%		44.44%	59.57%	51.59%	40.42%	48.40%	48.05%	42.85%	51.94%	57.14%						
Carr Lane		6.000	5.000	2.500	4.000	8.400	8.100	5.700	7.600	3.700	3.000	4.000	4.000					1.500	
			88.88%		11.11%	82.91%	73.33%	17.08%	26.66%	87.01%	85.71%	12.98%	14.28%						
Carver		11.000	8.000	1.000	1.000	16.500	11.000	3.400	4.000	6.700	6.000	1.000	1.000				0.500		0.500
						43.75%		56.25%		38.46%		61.53%							
Charless		2.000		5.500		6.300		8.100		2.000		3.200							
			50.00%		50.00%	56.37%	57.14%	43.62%	42.85%	58.90%	63.85%	41.09%	36.14%						
Clay		9.000	7.000	9.000	7.000	16.800	18.000	13.000	13.500	4.300	5.300	3.000	3.000	0.500					
			61.53%		38.46%	50.18%	62.71%	49.81%	37.28%	97.70%	100.00%	2.29%	0.00%						79
Clinton	78	7.000	8.000	8.000	5.000	13.900	18.500	13.800	11.000	8.500	8.000	0.200	0.00		1.000				

AREA	III	1979-80	REGULAR CLASSROOM TEACHERS				TOTAL CERTIFICATED				NON-CERTIFICATED				NEEDING PERMANENT STAFF					
							TOTAL % B 60.61% W 39.39				TOTAL % B 77.00% W 23.00									
							3,918.14				1,163.05									
SCHOOLS	BLACK		WHITE		BLACK		WHITE		BLACK		WHITE		INTEGRATED			NON-INTEGRATED				
	79/80	80/81	79/80	80/81	79/80	80/81	79/80	80/81	79/80	80/81	79/80	80/81	(T)	(TC)	(NC)	(T)	(TC)	(NC)		
		80.00%		20.00%	64.70%	68.75%	35.29%	31.25%	75.30%	78.94%	24.69%	21.05%								
Cole	10.000	16.000	2.000	4.000	15.400	22.000	8.400	10.000	6.100	7.500	2.000	2.000								
		82.35%		17.64%	76.70%	72.58%	23.29%	27.41%	100.00%	94.73%	0.00%	5.26%								
Columbia	13.000	14.000	3.500	3.000	21.400	22.500	6.500	8.500	9.700	9.000	0.00	0.500				1.000				
		70.83%		29.16%	88.73%	64.76%	11.02%	35.23%	89.69%	89.13%	10.30%	10.86%								
Dunbar	13.000	17.000	1.000	7.000	26.000	25.000	3.300	13.600	8.700	8.200	1.000	1.000								
		87.50%		12.50%	80.78%	73.57%	19.21%	26.42%	100.00%	84.12%		15.87%								
Eliot	14.500	14.00	2.000	2.000	20.600	22.000	4.900	7.900	7.300	5.300		1.000								
					54.42%		45.57%		71.42%		28.57%									
Franklin	8.000		6.000		12.300		10.300		5.000		2.000									
					51.33%		48.66%		72.91%		27.08%									
Fremont	4.000		9.500		15.100		12.800		3.500		1.300									
					43.79%		56.20%		64.51%		35.48%									
Gardenville	3.000		4.500		6.700		8.600		4.000		2.200									
		71.42%		28.57%	74.11%	64.42%	25.88%	35.57%	72.22%	77.01%	27.77%	22.98%								
Henry	14.000	10.000	5.000	4.000	22.900	16.300	8.000	9.000	5.200	6.700	2.000	2.000								
		72.22%		27.77%	64.75%	62.50%	35.24%	37.50%	100.00%	72.60%	0.00%	27.39%								
Hodgen	8.000	13.000	2.000	5.000	15.100	20.000	9.000	12.000	3.800	5.300	0.00	2.000								
					62.22%		37.77%		72.22%		27.77%									
Howard Branch	3.000		2.000		5.600		3.400		2.600		1.000									
		76.47%		23.52%	77.52%	68.93%	22.47%	31.06%	100.00%	87.01%	0.00%	12.98%								
Irving	18.000	13.000	5.000	4.000	26.900	23.300	7.800	10.500	7.700	6.700	0.00	1.000								
		76.47%		23.52%	78.14%	72.01%	21.85%	27.98%	87.01%	93.50%	12.98%	6.49%								
Jackson	7.000	13.000	3.000	4.000	14.300	19.300	4.000	7.500	6.700	7.200	1.000	0.500						1.000		
Jefferson	11.000	14.000	3.000	7.000	18.900	24.340	5.400	13.000	7.200	9.000		0.500				81		2.000		
	80																			

AREA III	1979-80	REGULAR CLASSROOM TEACHERS				TOTAL CERTIFICATED				NON-CERTIFICATED				NEEDING PERMANENT STAFF					
						TOTAL % B 60.61% W 39.39				TOTAL % B 77.00% W 23.00									
						3,918.14				1,163.05									
SCHOOLS		BLACK		WHITE		BLACK		WHITE		BLACK		WHITE		INTEGRATED			NON-INTEGRATED		
		79/80	80/81	79/80	80/81	79/80	80/81	79/80	80/81	79/80	80/81	79/80	80/81	(T)	(TC)	(NC)	(T)	(TC)	(NC)
Lafayette			38.70%		61.29%	48.95%	54.00%	51.04%	46.00%	57.69%	64.51%	42.30%	35.48%						
		3.000	6.000	7.500	9.500	9.400	13.500	9.800	11.500	3.000	4.000	2.200	2.200	1.000					
Long			43.38%		51.61%	40.44%	55.63%	59.55%	44.36%	73.17%	63.63%	26.82%	36.36%						
		5.000	7.500	5.500	8.000	7.200	16.300	10.600	13.000	3.000	3.500	1.100	2.000						
L'Ouverture			65.00%		35.00%	71.42%	66.10%	28.57%	33.89%	74.68%	76.19%	25.31%	23.80%						
		13.000	13.000	5.500	7.000	23.000	23.400	9.200	12.000	5.900	6.400	2.000	2.000						
Lowell			70.00%		30.00%	77.47%	63.41%	22.52%	36.58%	76.19%	76.19%	23.80%	23.80%				0.500		
		12.000	7.000	4.000	3.000	17.200	10.400	5.000	6.000	3.200	3.200	1.000	1.000						
Lyon						46.98%		53.01%		19.23%		80.76%							
		4.000		5.000		7.800		8.800		1.000		4.200							
Maddox						51.56%		48.43%				100.00%							
		3.000		4.000		6.600		6.200				3.200							
Marquette						61.51%		38.48%		80.76%		19.23%							
		8.000		2.500		17.100		10.700		4.200		1.000							
Meramec			48.00%		52.00%	46.34%	49.39%	53.65%	50.60%	62.50%	47.61%	37.50%	52.38%						
		5.000	6.000	5.500	6.500	7.600	8.200	8.800	8.400	2.000	2.000	1.200	2.200						
Mt. Pleasant						41.60%		58.39%		23.80%		76.19%							
		1.000		3.500		5.700		8.000		1.000		3.200							
Oak Hill			61.53%		38.46%	43.78%	58.00%	56.21%	42.00%	47.61%	80.64%	52.38%	19.35%				0.500		
		4.000	8.000	7.000	5.000	8.100	11.600	10.400	8.400	2.000	5.000	2.200	1.200						
Peabody			65.00%		35.00%	68.88%	63.85%	31.11%	36.14%	59.32%	84.45%	40.67%	15.54%						
		14.000	13.000	8.500	7.000	27.900	26.500	12.600	15.000	7.000	12.500	4.800	2.300						
Scruggs			25.00%		75.00%	52.23%	53.53%	47.76%	46.46%	68.25%	58.33%	31.74%	41.66%						
		3.000	3.000	8.000	9.000	10.500	12.100	9.600	10.500	4.300	2.800	2.000	2.000						
Sigel	82		41.17%		58.82%	58.29%	54.54%	41.50%	45.45%	79.26%	71.42%	20.73%	28.57%			0.500			83
		4.000	7.000	7.000	10.000	14.800	15.600	10.500	13.000	6.500	5.000	1.700	2.000						

[illegible]

AREA IV SCHOOLS		REGULAR CLASSROOM TEACHERS				TOTAL CERTIFICATED				NON-CERTIFICATED				NEEDING PERMANENT STAFF					
						TOTAL % B 60.61 % W 39.39				TOTAL % B 77.00 % W 23.00				INTEGRATED			NON-INTEGRATED		
		BLACK		WHITE		BLACK		WHITE		BLACK		WHITE		(T)	(TC)	(NC)	(T)	(TC)	(NC)
		79/80	80/81	79/80	80/81	79/80	80/81	79/80	80/81	79/80	80/81	79/80	80/81						
King High		25.000		3.000		31.000		5.000		12.000		1.530							
Delmar High		6.000		3.000		8.000		3.500		4.200		1.070							
Pruitt Alternative		16.000	15.000	4.000	12.000	23.000	20.000	5.000	13.000	8.000	10.000	0.110	0.110						
Southside Alternative		4.000		7.000		8.000		9.000		2.200		2.000							
Metro High		3.000	5.000	6.000	5.000	4.200	6.200	6.000	5.000	1.000	2.000	2.100	1.100	1.000	0.666				
Busch		4.000		6.500		7.200		11.300		2.150		1.000							
Kennard		4.500		7.500		8.300		9.800		1.150		2.000							
Rhoda		5.000		3.300		6.000		3.300		2.600									

AREA IV	1979-80	REGULAR CLASSROOM TEACHERS				TOTAL CERTIFICATED				NON-CERTIFICATED				(TC) Total Certificated (NC) Non-Certificated					
						TOTAL % B 60.61 % W 39.39				TOTAL % B 77.00 % W 23.00				NEEDING PERMANENT STAFF					
						3,918.14				1,163.05									
MAGNET SCHOOLS	BLACK		WHITE		BLACK		WHITE		BLACK		WHITE		INTEGRATED			NON-INTEGRATED			
	79/80	80/81	79/80	80/81	79/80	80/81	79/80	80/81	79/80	80/81	79/80	80/81	(T)	(TC)	(NC)	(T)	(TC)	(NC)	
Business & Office H.S. 1979-80		55.55%		44.44%	60.10%	50.37%	39.89%	49.62%	64.72%	98.31%	35.27%	1.68%							
Center for Business, Management & Finance 1980-81	8.000	12.500	4.000	10.000	11.000	13.500	7.300	13.300	4.000	10.500	2.180	0.180							
		53.33%		46.66%	61.26%	52.09%	38.73%	47.90%	71.72%	74.04%	28.27%	25.95%							
Math and Science	16.00	16.000	9.000	14.000	17.400	17.400	11.000	16.000	5.200	8.700	2.050	3.050							
		53.65%		46.34%	41.43%	53.33%	58.46%	46.66%	58.46%	61.16%	41.53%	38.83%							
Visual and Performing Arts High	12.000	22.000	17.000	19.000	13.500	24.000	19.000	21.000	7.150	8.000	5.080	5.080	2.500						
		65.21%		34.78%	72.18%	65.50%	27.81%	34.49%	81.48%	74.02%	18.51%	25.97%							
Anes CLRA	11.500	7.500	6.000	4.000	20.500	16.900	7.900	8.900	13.200	5.700	3.000	2.000		1.500					
		57.14%		42.85%	60.19%	58.16%	39.80%	41.83%	96.77%	97.70%	3.22%	2.29%							
Madison Action Learning	6.000	8.000	4.000	6.000	12.100	14.600	8.000	10.500	6.000	8.500	0.200	0.200		0.500					
		69.23%		30.76%	64.37%	70.09%	35.52%	29.90%	43.47%	48.38%	56.52%	51.61%							
Hallinckrodt ABI	10.00	9.000	5.000	4.000	15.000	15.000	9.300	6.400	4.000	3.000	5.200	3.200							
		50.00%		50.00%	52.48%	52.48%	49.51%	47.51%	43.39%	50.00%	56.60%	50.00%							
Stix ILC	7.500	9.000	10.000	9.000	13.400	14.800	13.400	13.400	2.300	3.000	3.000	3.000							
		70.00%		30.00%	63.42%	66.66%	36.57%	33.33%	63.41%	77.77%	36.58%	22.22%							
Visual and Performing Arts Center	15.000	14.000	7.000	6.000	21.500	22.000	12.400	11.000	5.200	7.000	3.000	2.000							
		60.00%		40.00%	61.04%	61.94%	38.95%	38.05%	51.21%	50.00%	48.78%	50.00%							
Wade IGE	10.000	9.000	7.000	6.000	16.300	15.300	10.400	9.400	4.200	4.000	4.000	4.000							
		71.42%		28.57%	55.25%	53.27%	44.74%	46.72%	100.00%	80.76%	0.00%	19.23%							
Waring ABI	10.000	10.000	4.000	4.000	12.100	11.400	9.800	10.000	4.200	4.200	0.000	1.000			1.000				
		50.00%		50.00%	51.82%	53.25%	48.17%	46.74%	26.82%	25.00%	73.17%	75.00%							
Wilkinson FLES	5.500	6.000	5.000	6.000	8.500	9.000	7.900	7.900	1.100	1.000	3.000	3.000		0.333					
		55.80%		44.19%	51.43%	55.93%	48.56%	44.06%	67.27%	70.09%	32.72%	29.90%							
O'Fallon Technical Center	66.300	78.300	67.000	62.000	77.300	86.300	73.000	68.000	26.000	32.000	12.650	13.650				5.000			
					61.11%		38.88%		56.33%		43.66%								
O'Fallon Satellite	11.500		5.000		11.000		7.000		5.600		4.340						89		

AREA IV

1979-80

Key: (T) Teachers
(TC) Total Certificated
(NC) Non-Certificated
NEEDING PERMANENT STAFF

AREA IV 1979-80		REGULAR CLASSROOM TEACHERS				TOTAL CERTIFICATED				NON-CERTIFICATED				NEEDING PERMANENT STAFF					
		BLACK		WHITE		BLACK		WHITE		BLACK		WHITE		INTEGRATED			NON-INTEGRATED		
		79/80	80/81	79/80	80/81	79/80	80/81	79/80	80/81	79/80	80/81	79/80	80/81	(T)	(TC)	(NC)	(T)	(TC)	(NC)
MAGNET SCHOOLS																			
Health Career High		77.77%		22.22%		63.63%		36.36%		55.19%		44.80%		0.666					
		7.000		2.000		7.000		4.000		5.100		4.140							
Academic & Athletic Academy		42.85%		57.14%		51.61%		48.38%		69.23%		30.76%		0.333					
		3.000		4.000		6.400		6.000		4.500		2.000							
Classical Jr. Academy		45.45%		54.54%		50.00%		50.00%		86.36%		13.63%	2.000						
		10.000		12.000		14.000		14.000		14.310		2.260							
Montessori		60.00%		40.00%		56.72%		43.27%		76.47%		23.52%							
		6.000		4.000		8.650		6.600		6.500		2.000							

I. NUMBER OF OPEN POSITIONS

A. School Level

1. Openings by Category

a. SECONDARY (Total 41.5)

1	Counselor
~~2~~	Industrial Arts
14	Math
10	English
3	Journalism
1	Verbal Skills
4.5	Science
3	Biology
2	Chemistry
1	T&I Leathercraft

b. ELEMENTARY (Total 34)

1	Counselor
1	Remedial Reading
9	Industrial Arts
1	Teacher of Delinquent
12	Vocal Music
1	Art
4	Speech Correction
4	Social Worker
1	Occupational Therapist

2. Openings by School

a. SECONDARY

Northwest

2	Math
1	Industrial Arts
2	English

Southwest

2	Math
2	English
1	Biology

Soldan

No Openings

Beaumont

1	Science
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Roosevelt

1	Counselor
2	Math
2	English
1	Journalism
1	Verbal Skills
1	Biology

Sumner

No Openings

Central

1	Science
1	Math

Cleveland

1 Journalism

1 Chemistry

2 Math

McKinley

1 English

1 Journalism

1 Math

Vashon

1 Math

1 T&I Leathercraft

O'Fallon

3 English

1 Science

2 Math

Metro

.3 Speech Correction

1 Biology

.3 Social Worker

Visual And Performing Arts High

1 Chemistry

.5 Science

1 Math

Pruitt

1 Industrial Arts

Health Careers

.3 Social Worker

.3 Speech Correction

Missouri Hills

.3 Social Worker
1 Teacher of Delinquent
.3 Speech Correction

Business, Management & Finance Center

1 Industrial Arts
1 Science

Continued Education

.3 Speech Correction

b. ELEMENTARY

Gundlach

.5 Social Worker
1 Vocal Music

Clark Branch II

.5 Social Worker

Walnut Park

.5 Social Worker

Walnut Park Branch

.5 Social Worker

Emerson

.33 Social Worker

Herzog

.33 Social Worker

Herzog Branch

.33 Social Worker

Stowe

1 Art
1 Vocal Music

Mullanphy		
1	8111	Industrial Arts
Ford		
1	??	Industrial Arts
.5		Vocal Music
Arlington		
.5		Vocal Music
Oak Hill		
.5		Vocal Music
Sherman		
.5		Vocal Music
Nottingham		
.33		Vocal Music
Dewey		
.33		Vocal Music
Roe		
.33		Vocal Music
Langston		
1		Vocal Music
Buder		
.5		Vocal Music
Lindenwood		
.5		Vocal Music
Carver		
.5		Vocal Music
Bryan Hill		
1		Vocal Music

Lexington

.5 8121 Vocal Music

Williams Branch

.5 Vocal Music

Stevens

1 Industrial Arts

Simmons

1 Industrial Arts

Turner Middle

1 Industrial Arts

Washington

1 Industrial Arts

Williams

1 Industrial Arts

L'Ouverture

1 Industrial Arts

Columbia

1 Vocal Music

Clay

.5 Vocal Music

Lowell

.5 Vocal Music

Lafayette

1 Speech Correction

Clinton

1 Reading

Webster

1 Industrial Arts

Michael

1 8116 Occupational Therapist

Ames

1 Speech Correction

.5 Counselor

Madison

.5 Counselor

Hamilton Branch III

.3 Speech Correction

Wilkinson

.3 Speech Correction

Classical Junior Academy

1 Instrumental Music

1 Vocal Music

Curricular Development

In each school the principal and a cadre of staff met for three weeks during August to develop school plans. Some curriculum review took place and changes will be reflected in individual school plans. Additionally, a committee of five teachers worked during the summer to review the curriculum for grades Kg.-12. The committee made some suggestions for curriculum improvement.

REPORT ON PUBLIC AFFAIRS DIVISION'S
ACTIVITIES FOR OPENING OF SCHOOL

Essentially, the Public Affairs Division carried on three types of activities that led up to and included the first day of school, September 3, 1980. These activities were public information, community involvement and media contact. Each complemented the other and, from our point of view, led to a very successful opening day.

We used a variety of methods and media to disseminate public information. These included:

1. producing 100,000 copies of a special desegregation School & Home supplement. We mailed these to more than 50,000 homes May 25, 1980 and distributed the rest to libraries, community groups and other agencies, such as the City of St. Louis, who requested them.
2. producing and securing broadcast time for five tv and three radio public service announcements (psa's). All tv stations agreed to run the psa's, as did the majority of radio stations. Although we cannot track total air time, one station--KPLR-TV--played the spots more than 20 different times. In addition KTVI-TV produced, at its own cost, a psa.
3. establishing a Straight Story Line of telephones to provide up-to-date information. As of September 3, more than 13,000 phone calls were answered.
4. developing a slide/tape presentation outlining options in Magnet Schools. These are in place at all recruitment centers. They have also been shown to various community groups.

The Community Involvement activities included:

1. scheduling meetings with various community groups, such as the Seventh Ward Democrats and the Fountain Park Neighborhood Association. More than 20 such meetings were held.
2. conducting open houses for every school in the system, August 17 and August 24. We mailed over 60,000 invitational flyers to parents, staff and citizens for this event. In addition, with the Coalition for Peaceful Implementation, we arranged for bus transportation (over 120 buses for each Sunday); baby sitting services, and refreshments. Approximately 6,000 persons attended the open houses.
3. meeting with various service and volunteer groups, such as the Girl Scouts, Boy Scouts, League of Women Voters, Interfaith Coalition and Coalition for Peaceful Implementation.
4. contacting major redevelopers in the city, who met with Gary Orfield. Presently, we're setting up three area meetings between principals and redevelopers.
5. carrying out close coordination with the St. Louis Police Department. Provided maps, information, etc., for Police. Worked with Sergeant Tom Rooks in establishing Institutional Representation Program.

PUBLIC AFFAIRS DIVISION'S ACTIVITIES
Page Two

One of the more delicate processes we carried out was media contact. Early on, the Superintendent and members of the Board of Education decided that the media should have as much information as possible during the desegregation process. This process paid off with extremely positive media coverage throughout the six months of planning and implementation. Public Affairs assisted by:

1. arranging for meetings between print and electronic media and the Superintendent and President of the Board to discuss the handling of the story. Also asked for assistance.
2. providing accurate and timely information to all media on daily basis.
3. arranging luncheon at Press Club to thank the media on August 15, 1980.
4. arranging for media representatives to ride buses on Day One.
5. setting up central media center for Day One. Had appropriate school official on tap for interviews.
6. providing press kits for all media persons.

Essentially, Public Affairs sought, throughout the Desegregation Planning and Implementation period, to provide timely and accurate information to the public, parents, staff, students and media. We feel that the effort was successful and paid off in very positive media response.

Summary Report

STRAIGHT STORY LINE

Submitted by,

Marian E. Cotter

September 3, 1980

The staff of STRAIGHT STORY LINE has been involved in performing the following tasks during the period beginning June 19 and ending June 30.

1. obtaining school assignments for students whose parents did not receive letters identifying the assigned school(s)
2. clarifying assignments where conflicts were discovered
3. responding to inquiries about magnet school programs, locations, and the processing of applications
4. referring parents of special education students to the Special Education office for information about assignments
5. calling parents with assignment corrections received from the Student Assignment Committee
6. responding to inquiries of a general nature
7. returning calls recorded on the Code-A-Phone, and
8. continuing to maintain accurate and current information to be used by STRAIGHT STORY LINE operators.

There was a noticeable increase in the number of calls requesting information about magnet schools and special education assignments. Requests for information about specific students were referred to the Area IV office or the office of Special Education. We were in constant contact with the Special Education office because of the number of calls from parents who were concerned that their children had not been assigned to a school for the next school year.

The third area of great concern was transportation. Parents wanted more definite answers regarding pick-up locations, times of departure in the morning and arrival of bus in the afternoon, and whether students being assigned would be provided with transportation to the new school. Parents continued to be interested in bus supervision and safety precautions to be instituted for the protection of transportees.

Several calls were received from parents of gifted students and those interested in having their children assessed for enrollment in the gifted program. They were referred to Kathleen Voelz while she was on duty and later to the Area IV office.

The volume of calls tapered off after June 18. The recorded calls placed between June 19 and June 30 were:

June 19	-	79
" 20	-	<u>37</u>
Total		116
June 23	-	68
" 24		17
" 25	-	20
" 26	-	45
" 27	-	13
" 30		<u>20</u>
Total		183

Total: June 19 - June 30 . . . 299

STRAIGHT STORY LINE operators received and responded to approximately 12,500 calls over the five months of operation from April 23, through August 29, 1980. The areas of general concern have been:

1. student assignment
2. safety and security
3. transportation
4. special education assignments
5. transfer policies and procedures, and
6. magnet school enrollment.

During the month of July, callers were primarily interested in having assignments corrected based on new addresses, receiving assignments for students who were enrolled in special classes or schools and the status of magnet school applications. A great deal of interest in transfer policies was expressed by parents of students assigned to Soldan from Roosevelt and Cleveland and from elementary schools in south St. Louis to their cluster schools in north St. Louis.

The general concern of parents centered around the changes in attendance areas which caused younger children to walk unusually long distances to school. Prior to announcements about procedures which will be used if a child becomes ill at school, this topic was broached as often as that of safety and security.

August was an event-filled month which caused a steady increase in the number of calls received by the operators. Special education student assignments were mailed to the homes of those who were to be enrolled in EMR, BD and LD classes this fall. Flyers announcing Open House Day on August 17 and 24 were also mailed to the homes of our students. The flyers were followed by brochures prepared by the Coalition for Peaceful Implementation and Fleishman-Hillard. The major event of August was the mailing of transportation information to those students for whom transportation is to be provided. During all of the aforementioned, mailings of magnet school approvals and denials were reaching the homes of applicants. The volume of calls nearly doubled during each of the last three weeks of August as a result of all of the various letters, flyers, brochures, and cards which were arriving at the homes of St. Louis public school students almost simultaneously.

Many of our callers, unlike those who called during the early weeks of our operation, were genuinely interested in seeking assistance from us. The levels of hostility and anger appeared to be greatly diminished as more and more parents realized that the opening of school was just a few weeks away. A tremendous amount of confusion was created by multiple assignments received for one student, brochures welcoming students to schools to which they were not assigned, Open House flyers with incomplete information and transportation schedules which had children meeting buses arriving at locations that were inordinately distant from their homes. Communication gaps and lack of clearly delineated information seemed to have been the sources of much of the parental confusion and frustration.

The calls during the weeks of August 18 - 22 and August 25 - 29 have generally been requests for transportation assignments, school assignments, and general information about the schools. Several areas of concern have emerged during this period.

They are:

1. the lack of transportation for students assigned to certain cluster schools in north St. Louis
2. the distances younger students must walk to get to the assigned school
3. clarification of school assignments and enrollment procedures used at the school level
4. the safety of elementary (K-5) students who must cross major thoroughfares or walk through questionable areas, and
5. residence verification required of parents in order to enroll students at the assigned school.

These are five of the most often discussed areas. General information requests have been no different than those made at the beginning of any other school year.

July 1 - August 29, 1980

Number of Calls Received

Date	No. Calls received
July 1	24
" 2	17
" 3	12
Total	<u>53</u>
July 7	47
" 3	30
" 3	40
" 10	38
" 11	27
Total	<u>182</u>

Number of Calls Received

Date	No. Calls Received
July 14	33
" 15	29
" 16	42
" 17	27
" 18	35
Total	<u>166</u>
July 21	41
" 22	46
" 23	46
" 24	26
" 25	22
	<u>181</u>
July 28	52
" 29	51
" 30	44
" 31	41
August 1	28
	<u>216</u>
August 4	67
" 5	16
" 6	45
" 7	32
" 8	26
Total	<u>196</u>

Number of Calls Received

Date	No. Calls Received
August 11	87
" 12	70
" 13	69
" 14	92
" 15	<u>137</u>
Total	455
August 18	304
" 19	84
" 20	200
" 21	251
" 22	<u>196</u>
Total	1,035
August 25	344
" 26	455
" 27	395
" 28	190
" 29	<u>397</u>
Total	1,781
Total July 1 - August 29, 1980	4,255

Total Calls Received April 23 - August 29, 1980 12,455

September 2, 1980

Number of Calls Received

Transportation	360
General School Information	326
School Location/Telephone Number	38
Magnets - Elementary/Secondary	44
Personnel	1
School Assignments	223
Other	<u>33</u>
Daily Total	1,030

Wednesday - September 3	756
Thursday - September 4	320
Friday - September 5	<u>150</u>
Total for the Week	2,256

PARENT/COMMUNITY INVOLVEMENT PROGRAM

The Community/Parent Involvement Program personnel is in the process of outlining the specific activities and timelines for implementation of the program objectives. The responsibilities of the program include assisting local school personnel with the establishment of Parent/Community Advisory Councils and maintaining the existence of those organizations that are supportive of the school program such as the PTA, PTO, Title I and ESAA PAC and the Mothers Club. In addition to the formal organization, the plan is to bring to parents and community persons the types of programs, workshops, seminars and small group sessions that address immediate parental concerns about their children, the school and the community. An overview of possible offerings accompanies this statement. Our program, once in operation, is designed to reach parents in all areas of the city with programs of general interest to parents and programs tailored to meet identified needs of specific school constituencies. The most important element needed to promote interest and the ultimate beneficial effects of this program is the local school administrator and staff. The insight and assistance of this key element will give the impetus needed to make the Community/Parent Involvement Program a viable and helpful support system for the school and school community.

Efforts will be made to elicit the involvement of senior citizens, neighbors for the school and representatives of the various institutions existing in the school community. Every human resource or service agency will be invited to participate in lending support to the school and the program developed by the staff assigned to each location. Our capabilities, in terms of services we are able to render, will be clearly defined prior to any attempt to institute programs or assist school personnel in organizational activities.

Overview

There are many studies that indicate that involved and trained parents can make a significant contribution to their child's education and greatly improve their children's attitude and relationships with teachers, learning and school in general.

Many parents take a minimal part in the education of their children. For various reasons parents are divorced from the school at a time when their interest and involvement is increasingly needed. With the many changes our school system is now undergoing as a result of the desegregation court order, the need for parent involvement has never been greater than it is now.

Superintendent Wentz has named Community Involvement as one of his top priorities for the St. Louis Public Schools. In short, from parent to teacher to superintendent, there is a recognition that parental involvement is needed and that it is beneficial to the student and his schooling.

PARENT INVOLVEMENT PROGRAM (P. I. P.)

Who Are We? We are a division of Public Affairs - Office of Desegregation and Public Involvement. When fully staffed, we will be a team of eight (8) specialists, a coordinator and other support staff from the central office and the Danforth Foundation.

What Do We Propose to Do?

- a. We propose to involve the parents and school personnel in a cooperative and sustained system of activities which will increase the educational opportunities of the children in school, at home and in the community.
- b. We propose to develop the skills needed by parents to function effectively in a working relationship with the school.
- c. We propose to help sustain parental interest by increasing their level of participation in the schools.
- d. We propose to assist teachers and administrators by providing them with

program in their respective schools.

Who Do We Propose to Involve? Our target group will be parents of children in the St. Louis Public Schools. In addition, we will work directly with principals. On occasions, we will involve teachers, students, senior citizens, clergy and many other segments of the community.

How Do We Propose to Do It?

- A. Organize, inform and train ourselves. In addition, we will contract the services of consultants to enhance our knowledge and skills as well as our personal and professional growth so that we can become better facilitators and teachers. These training/informational meetings have already begun.
- B. An Awareness Campaign
 - (1) Prepare informational packets, brochures, etc. that describe the services provided by the Parent Involvement Program. This information would be disseminated to parents, school personnel, libraries, churches, etc.
 - (2) Make personal appearances at meetings of parents, neighborhood associations and other parent-centered groups.
 - (3) Publicize our program to church congregations thru the services of the Interfaith Coalition.
 - (4) Plan a mass media campaign. Hopefully, the media will give us some good coverage. "Parent Involvement in Public Schools" is broad enough topic to ^{be} on a program such as At Your Service.
- C. Staffing Structure: Two specialists could be assigned to each Area for regular, routine projects. Where feasible each PIP specialist could be assigned to clusters. Each school will have available to it the services of a PIP specialist. In addition, we see ourselves as a team. When special problems or major projects require the services of more specialists and/or the whole department, we stand ready to marshal all our resources in an effort to resolve the problem.
- D. Communication Network: We envision the principal and/or his designee, teachers and students to be our main links to parents. In addition, we will form direct relationships with parents. We will listen to their concerns and suggestions. We will provide suggestions, resources and follow-up to parents' questions and recommendations. We will serve as a liaison between parents and administration.

E. Conduct Training Sessions for PIP Specialists and Parents to Facilitate their Parent Advisory Functions. Topics for workshops might include the following: Decision Making, Parliamentary Procedures, Problem Solving, Race Relations, Human Relations, Group Leadership, Finding the "Right" Information, Measuring and Improving Group Effectiveness

- Advisory members will interact with each other and will foster awareness and appreciation of various cultures.
- Joint meetings or series of meetings with leaders of all parent groups in a school. Help them identify their goals and objectives and work out a plan to provide coordination between programs and eliminate duplication of effort without diminishing representation.
- We will work with the Evaluation Department to develop a questionnaire to determine attitudes toward involvement. Also the questionnaire will help determine the type and depth of information/training wanted by parents. Ideally, the survey would be sent to each home. If this is not feasible, we can ask the parents who come to the various meetings to complete the questionnaire.
- At parent meetings, we will elicit input in developing a plan for training parents. We will determine content and duration of training as reflected by parent input and needs.
- We will orient principals and teachers in techniques the PIP Specialists will use for parent involvement.
- Whenever possible, we will include multi-ethnic, multi-cultural materials
- Train PIP Specialists in the following techniques:
 - Human Relations
 - Race Relations
 - Communication Skills
 - Group Effectiveness
 - Parliamentary Procedure
 - Parenting Techniques
 - Teaching Parents Teaching
 - Techniques and Procedures for Involving Parents in Schools

In addition to working with parents for the purpose of training them to serve in advisory capacities, we plan to serve and involve other parents. Many parents will not want to serve in an advisory capacity. Many parents want to participate more actively in the education of their children, but do not know how. The following project is designed for the above mentioned parents:

Video taped programs would be available for parents. A program or a series of programs would be readily available at the Parent Involvement Resource Center on Ridge or other locations that have video equipment. The following types of programs would be taped:

- How Parents Can Help Their Children in Reading and Math
- Parent Effectiveness Training
- Drug Education
- Higher Education: How to Get Financial Aid
- Helping Your Child Select a Career

OTHER MAJOR PROJECTS

Parent Involvement Conference - We would like to sponsor a conference for parents. It would be a very special event for parents of children in the St. Louis Public Schools. The conference could be as small or as large as we can make accommodations for (250-2500 participants). The conference would be planned jointly with parents and our whole staff plus other community representatives. Following is an outline of the general features of the conference:

Number of participants: 1000+

Date: November 1980 or March 1981

Location: Rodeway Inn, St. Louis Community College at Forest Park,
or a local high school

Time: 8:30 a.m. - 4:00 p.m.

Refreshments: Ideally it would be hospitable if coffee, juice, soda and lunch could be provided, perhaps by a private business or foundation. Otherwise, parents could be told to bring a brown bag lunch.

Special Features of the Conference:

- Excellent workshop sessions will be provided

- A variety of information would be available in packets, handouts, exhibits, etc.

- Parents would be given another opportunity to become involved in and informed about their children's education.

Other Major Projects - Continued

"Culturefest": St. Louis is rich in culture; however, many persons are not familiar with cultures other than their own. Along the same notion as the Strassenfest, Badenfest, and others; parents could put together a "Culturefest". This event would be another way parents could share their cultures for the purpose of creating awareness and appreciation of each other.

Parents' Newsletter: This newsletter could be published in December and May. It would spotlight and have as its main theme the involvement of parents and community in the St. Louis Public Schools.

Other Publications: - A Brochure about the Parent Involvement-Program
- 50 Techniques and Procedures for Involving Parents in the Schools - a detailed guide

Timeline:

Build a Resource Library-Center at 5057 Ridge: Has started and is on-going
Inservice Training for PIP Specialists - Has started and is on-going
Formulate Aids to Principals -Has started and is on-going
Start Training for Parents for Advisory Functions - October-November and will be on-going
Start Training for Parents for Parenting-Tutorial Programs - November and will be on-going (Video Taping)

Newsletter: To be published in December and May

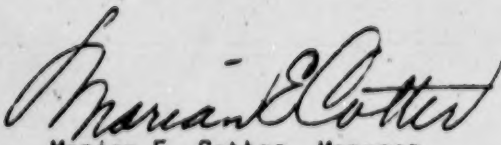
Other Publications: To be published in November

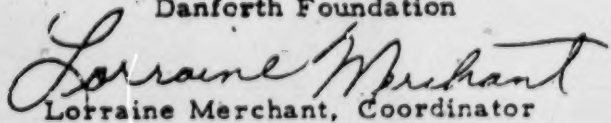
Parent Involvement Conferences: November 1980 or March 1981

Culturefest: April, 1981

Submitted by:

Parent Involvement Specialists,
Support Staff from Public
Involvement Office and
Danforth Foundation


Marian E. Cotter, Manager


Lorraine Merchant, Coordinator

XV. ESAA

A. The applications for ESAA funding were granted as follows:

out of cycle grant	6,752,174.00
special instruction in science and urban anthropology for magnet school students	300,000.00
pre implementation grant	100,000.00*

* Tentative approval pending supporting documents

B. The ESAA committee is continuing to function and

C. to meet monthly

XVI. Title I

A. An increase in Title I funds because of the city-wide designation of the St. Louis Public Schools is still being negotiated and will probably not be determined before mid October.

B. Title I Parent Advisory Councils are continuing to function at

C. local, area, and city-wide levels. Regular monthly meetings are being held.